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ABSTRACT

Guidelines and resources for a four-part conference and workshop series on parent education for parents of early adolescents (ages 10-15) are presented. Each part of the series is intended to be a one-day conference containing a keynote address and three workshops. Workshop topics included in the four parts are: (1) Living with 10- to 15-Year Olds: family life, establishing rules and limits, and problem areas; (2) Talking about Sex: parental attitudes, information and resources for parents, and communicating with young adolescents about sex; (3) Risk-Taking Behavior and Young Adolescents: understanding young adolescents, understanding young adolescents and risk-taking behavior, and alternatives to dangerous risk-taking behavior; and (4) Understanding Early Adolescence: overviews of family interaction, sexual development, and risk-taking behavior. The four parts are covered in separate sections which include objectives, guidelines for the keynote addresses and workshops, handouts, background readings, evaluation forms, and bibliographies of recommended readings for adults and adolescents. General guidelines are also offered for planning the series as a whole. The appendices include planning guidelines, logistics, and schedules for each day of the conference series; guidelines for publicity including sample news releases and flyers; and training materials for workshop leaders. (DC)

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Conference Series on Early Adolescence

Living With 10- to 15-Year-Olds

Parents and Young Adolescents: Talking About Sex

Risk-Taking Behavior and Young Adolescents

Understanding Early Adolescence: An Overview

developed by

Gayle Dorman
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THE CENTER FOR EARLY ADOLESCENCE
Department of Maternal and Child Health
School of Public Health
The University of North Carolina at Chapel Hill

in collaboration with

THE MENTAL HEALTH ASSOCIATION IN NORTH CAROLINA

and

THE NATIONAL MENTAL HEALTH ASSOCIATION

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Alice Thorpe, Chairperson
Children and Youth Services Committee
Mental Health Association in North Carolina

Dorothy Ling, Associate Director
Mental Health Association in North Carolina

Betty McGarvie Crowley, Project Director
National Mental Health Association

The Mental Health Association in Beaufort County, North Carolina

The Mental Health Association in Columbus County, North Carolina

The Mental Health Association in Yancey County, North Carolina

The Mental Health Association in Wake County, North Carolina

The Children and Adolescents Services Committee of the National Mental Health Association

Suzanne Rucker of the Center for Early Adolescence patiently managed the production of the Conference Series on Early Adolescence while we all learned how to operate a new word processor.

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I. INTRODUCTION

The Conference Series on Early Adolescence is a parent education curriculum designed especially for parents of 10- to 15-year-olds. Its purpose is to focus attention on 10- to 15-year-olds and to help adults who live and work with them to understand them better.

Early adolescence is a time of rapid physical, cognitive, social, and emotional change. It is a confusing, exciting, and challenging time for youth and the adults who care about them. This critical and unique period of growth is complicated for both youth and adults by our society's accepted myths about adolescence and our lack of attention to this age group. Promoting the healthy development of young adolescents is the underlying theme of the Conference Series on Early Adolescence.

Although designed as a parent education curriculum, professionals such as teachers and youth workers, as well as volunteers with the Scouts, 4-H, and religious youth groups who participated in field tests in North Carolina have found the conferences to be beneficial.

The Series is divided into curricula on the following four topics:

1. Living With 10- to 15-Year-Olds;
2. Parents and Young Adolescents: Talking About Sex;
3. Risk-Taking Behavior and Young Adolescents;
4. Understanding Early Adolescence: An Overview.

The curriculum for each topic includes workshop designs, handout materials, and a list of suggested readings. Since the Series is designed to be conducted by local groups using local resources, additional sections present suggestions for planning and conducting the Series.

Questions about the Series should be directed to:

Gayle Dorman, Director of Training
The Center for Early Adolescence
University of North Carolina at Chapel Hill
Suite 223, Carr Mill Mall
Carrboro, North Carolina 27510
(919)966-1148

II. HOW TO USE THIS PLANNING GUIDE

This planning guide contains materials required to organize and conduct the Conference Series for Early Adolescence. The Series was developed and field-tested as four separate one-day community-wide conferences, each on a different topic. Since its publication, the curriculum has been adapted by the staff of the Center for Early Adolescence and others for delivery in a variety of modes, such as an extended series of small, informal parent discussion/support groups, integration into existing parent education programs, and orientation for parents whose children are entering junior high schools, middle schools, or religious education programs for the age group. The curriculum materials are flexible and lend themselves well to smaller groups, shorter time periods, and more informal settings than day-long community-wide conferences.

Planning Suggestions

1. First, quickly preview Sections I-VI of each topic to gain an understanding of the content, purpose, and general structure of the curriculum.

2. Next, carefully read Appendix A, "Managing the Conference: Planning and Logistics." Appendix A is the "map" for guiding an organization or individual through the planning and implementation of the curriculum. It is written for those with limited experience in conducting conferences. More experienced organizations and individuals can select those portions of Appendix A that complement their existing planning process. All planners should pay close attention to the following steps in Appendix A:

Step 1. Deciding to sponsor the conference (p. 245);
Step 2. Defining the target audience (p. 246);
Step 3. Setting a planning time schedule (p. 247);
Step 7. Selecting speakers and leaders (p. 248).

Appendix C, "Publicity Kit," will be helpful to any sponsoring agency that wishes to publicize its activities related to the curriculum. It contains a sample news release, public service announcement, and promotional flyer on each topic.

3. Develop a list of goals and objectives for your session(s) which matches the group's needs with the curriculum's goals and objectives. First, review the stated goals for each conference and the objectives for each workshop. Then determine the needs and interests of the group of parents who will attend. Next, consider the background information parents must possess before their stated needs and interests can be adequately addressd. Finally, examine the entire planning guide and select the topics and workshops that are most helpful to the parents who will attend.

One word of caution is in order. If you omit planning steps or alter the agenda or materials in the planning guide, carefully examine

your changes to ensure consistency with the stated purpose and goals of the curriculum. The focus should remain on the normal growth and development of young adolescents. If the focus shifts to troubled youth and dysfunctional families, or to younger children or older adolescents, this planning guide will not be particularly useful and the stated goals will not be accomplished. Careful attention to Steps 1, 2, and 7 in Appendix A will prevent dissonance between the materials presented here and what actually happens at your sessions.

4. In adapting the Conference Series on Early Adolescence to your locale and to specific groups of parents, be sensitive to cultural differences. For example, groups of inner-city Hispanic mothers, rural Blacks, and suburban upper-middle class parents will have very different views on sexuality and what "healthy" sexual development means to them. Certain topics may not be appropriate or helpful to certain groups. Extensive rapport with the participants may have to be built before sensitive topics such as sexuality or balancing clear limits with increasing amounts of autonomy can be comfortably and profitably discussed. The Conference Series on Early Adolescence provides a general guide for a comprehensive parent education program on early adolescence. In adapting the curriculum to fit the needs and interests of individual groups of parents, planners must take into account the cultural background of the parents.

5. Develop a schedule that reflects your goals and objectives by selecting the conference topic(s) to match your group's interests. Examples of alternative schedules are provided in Appendix B.

6. Offer the workshops on each topic in the sequence in which they are listed in the planning guide if at all possible. The material presented on each topic builds from the keynote address and Workshop A to Workshop C.

7. There is some duplication of material and activities among the four topics, especially between "Understanding Early Adolescence: An Overview" and each of the other topics. "Understanding Early Adolescence: An Overview" can be used as an introduction to the entire series, as a general overview of the topics, or as a needs assessment to gauge parents' interest in the other topics.

Since the materials were originally designed to be delivered as a series of four separate conferences, possibly for different audiences, there is also some duplication of material among the keynote addresses. It is essential that participants gain a solid understanding of normal early adolescent development as the basis for all the other activities. The core information on normal early adolescent development should be presented once, with the information that is uniquely related to parenting, sexuality, and risk taking being presented as those topics are introduced.

Special Notes to Speakers and Workshop Leaders

1. The training skills of the group leader(s) is a critical component in determining the success or failure of the group. It is assumed that anyone leading parent groups using the Conference Series on Early Adolescence will not only genuinely enjoy working with people but will be an experienced and skillful group leader. Refresher material for group leaders is presented in Appendix D.

2. Sections III-VIII of each topic and the enclosures provide speakers and workshop leaders with the background information, handouts, activities outlines, and lists of reference materials necessary to conduct their sessions. If different individuals are to lead the sessions, all speakers and leaders should review all of the sections to prevent duplication and gaps among the presentations.

3. This planning guide is intended to provide the content and suggested designs for conducting parent education workshops or discussion groups. Since the leaders using this curriculum will be professionals with expertise in this area as well as experienced trainers, they will probably adapt the design to fit their personal style. It is, however, their responsibility to fulfill the purpose and objectives of the curriculum by presenting the content outlined. If they alter the design or supplement the content, carefully review their plans to be certain that the objectives will be effectively fulfilled.

Special Considerations For Working With Parent Groups

1. Parents come to the group with highly personal concerns about their children and their family relationships. While their words often say, "Tell me what to do when..." they are usually highly skeptical (and rightfully so) of "expert" answers that cannot take into account the intimate and unique factors of what life is like in their family. Therefore, the leader's role is more appropriately that of facilitator than clinician. Instead of answering the "how to" questions with specific advice, it will be more productive to present a framework for considering alternative approaches and then to encourage discussion, advice-giving, and problem-solving among the parents in the group.

2. Any group must establish norms for acceptable behavior. If your parent group plans an extended series of meetings, guidelines related to confidentiality, attendance, contacting each other and the leader between sessions, bringing guests, and other pertinent issues should be resolved very early in the life of the group. It is the leader's responsibility to define the issues and lead the group to establish norms that enhance its purpose.

3. When discussing sensitive and personal topics, it is not unusual for conflict between group members to erupt. It is the leader's responsibility to establish and enforce group norms that encourage free speech, accept silence when a participant wishes not to discuss a topic, and prohibit verbal attacks. In addition, the group

leader should have a plan for handling conflict if it occurs. That plan would probably include acknowledging the difference of opinion and the depth of feelings involved on both sides, reminding the participants of the accepted guidelines for behavior in the group, and speaking with participants privately to reassure or advise them.

4. Some parents may reveal personal information about themselves and their family to make the group and the leader more sensitive. In this situation, the leader simply needs to acknowledge some of the different experiences of the group members.

The group leader should also plan how to handle the troubled parent who is disturbed or has a seriously disturbed child and who tries to convert the group into a therapy group for him or herself. This situation is different from sharing personal experiences for the purpose of information and sensitizing the group. The Conference Series on Early Adolescence should be presented as an opportunity for parents of typical young adolescents to learn about the normal changes their children are experiencing and to share their experiences and advice with other parents. Nevertheless, it is not unlikely that a few parents who themselves cannot cope with their children or whose children have attempted suicide, become pregnant, run away, or are addicted to alcohol or drugs may see the group as "the answer" to their problems. While some parents in such a situation may find the group extremely helpful, the group should not be diverted from its stated goals to focus on a specific child or specific problemmatic behaviors. It is the leader's responsibility to acknowledge some of the special stresses some families experience, to remind such parents gently about how the group can and cannot help them, and to then offer to assist them after the meeting to get the additional help they need.

Other suggestions for conducting the Conference Series for Early Adolescence are included in the individual planning guides for each topic and in the appendices.

Note: The Conference Series for Early Adolescence was originally packaged as a set of four separate notebooks. The separate notebooks, each of which contains the planning guide for one conference topic, all appendices, and all enclosures, continue to be available. The separate notebooks are recommended for groups in which several different individuals will serve as workshop leaders or when a group is interested in only one of the four topics. When one individual is conducting the conferences or discussion groups, this consolidated notebook is more convenient than the separately packaged planning guides.

LIVING WITH 10- TO 15-YEAR-OLDS

developed by

Gayle Dorman and Dick Geldof
of
The Center for Early Adolescence
The University of North Carolina at Chapel Hill

in collaboration with

The Mental Health Association in North Carolina

and

The National Mental Health Association

Living With 10- to 15-Year-Olds

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"Adolescent Development: Myths and Realities" by Joan Lipsitz . . . .inside cover

Early Adolescence: What Parents Need to Know by Anita M. Farel . .inside cover

Understanding Early Adolescence: A Framework by John P. Hill. . . .inside cover

Understanding Families With Young Adolescents by Laurence D. Steinberg . . . . . .inside cover

I. PURPOSE AND GOALS

"Living With 10- to 15-Year-Olds"

Purpose

This conference will help participants better understand their 10- to 15-year-old children and provide insights and skills that will help them improve their relationships with their children.

Goals

Participants will:

- understand normal physical, intellectual, and socio-emotional development of young adolescents;
- understand family interaction between young adolescents and mid-life parents;
- establish rules and limits with their young adolescents that take into account their children's increasing need for autonomy,
- distinguish between normal and disturbed behavior;
- improve communication with their young adolescents,
- feel that they are not alone and that other parents have similar questions and concerns.

Audience

The conference is primarily for parents of 10- to 15-year-olds. However, professionals such as teachers and youth workers, as well as volunteers with the Scouts, 4-H, and religious youth groups, will find the conference beneficial.

The workshops are designed for between 10 and 20 participants. Alterations in scheduling and in activities may be necessary for fewer or more participants.

II. KEYNOTE ADDRESS

"What Parents Need to Know About Early Adolescence"

Purpose

To provide an overview of the normal, healthy changes that occur during early adolescence and to emphasize the alterations that should occur in parent-child relationships as a result of these changes.

Objectives

Participants will:

- understand the physical, cognitive, and socio-emotional development of young adolescents;
- understand the diversity and variability found in normal, healthy adolescent development;
- distinguish between prevalent myths about adolescence and what most young adolescents are really like,
- consider ways in which the parent-child relationship must change as children approach adolescence.

Time

45 minutes.

Materials and Equipment

As requested by the speaker.

Note to the Speaker

The article "Adolescent Development: Myths and Realities," which is included in this planning guide, presents facts about normal development during early adolescence. The monograph Early Adolescence: What Parents Need to Know is also enclosed in the planning guide. It focuses on what parents need to know as their children approach adolescence. The information contained in these two publications should be incorporated into your presentation. Emphasis should be placed on the normal yet dramatic changes that occur during early adolescence. Our society's prevalent myths about adolescence and how these myths harm young people, as well as heighten parents' fears for their adolescents, should be discussed. The necessity for alterations in the parent-child relationship can be illustrated with specific examples.

As a professional with expertise in this area and as an experienced speaker, you will probably adapt this material to fit your personal style. Remember, however, that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your speech with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Recommended Reading for the Speaker

*Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC. Center for Early Adolescence, 1980.

*Lipsitz, Joan. "Adolescent Development: Myths and Realities." Children Today, 8, No. 5 (1979), pp. 2-7.

*Smith, Barbara. "Adolescent and Parent: Interaction Between Developmental Stages." Center Quarterly Focus. St. Paul, MN. Center for Youth Development and Research, Fall 1976.

*Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1980.

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*A copy of this publication is included in the planning guide.

III. WORKSHOP A

"Family Life With Young Adolescents"

Purpose

To acquaint participants with the normal changes of adolescence and mid-life and how these changes may affect family life.

Objectives

Participants will.

- understand some characteristics of normal, healthy young adolescents,
- identify some characteristics of mid-life adults;
- identify how the changes of adolescence and mid-life can affect family interactions,
- discuss how and why communicating with 10- to 15-year-olds is different from communicating with younger children.

Time

One hour, 15 minutes:

15 min.	Introduction
30 min.	HANDOUT/Mini-Lecture: Young Adolescents, Parents, and Family Interaction
25 min.	Discussion: Feelings and Responses
5 min.	Closure

Materials and Equipment

Flipchart, newsprint and tape, or chalkboard
Felt-tip markers or chalk
Handouts:

1) Young Adolescents, Parents, and Family Interaction
2) Adolescent and Parent: Interaction Between Developmental Stages by Barbara Smith

Note to the Leader

This training outline is intended to provide you with the content and a suggested design for the workshop. As a professional with expertise in this area and as an experienced trainer, you will probably adapt the design to fit your personal style. Remember, however, that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter the design or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your workshop with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Recommended Reading for the Leader

Bienvenu, Millard J., Sr. Parent-Teenage Communication: Bridging the Generation Gap. Public Affairs Pamphlet No. 438. New York: Public Affairs Committee, 1969. (20 pp.)

*Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC. Center for Early Adolescence, 1980.

*Lipsitz, Joan. "Adolescent Development: Myths and Realities." Children Today, 8, No. 5 (1979), pp. 2-7.

*Smith, Barbara. "Adolescent and Parent: Interaction Between Developmental Stages." Center Quarterly Focus. St. Paul, MN. Center for Youth Development and Research, Fall 1976.

*Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1980.

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*A copy of this publication is included in the planning guide.

Activities Outline for Workshop A

Introduction (15 min.)

Introduce yourself as the workshop leader. Explain that the purpose of this workshop is to examine family life with young adolescents by looking at the unique characteristics of 10- to 15-year-olds and their mid-life parents. Introduce the idea that as children begin the changes of adolescence, parents are usually beginning the changes of mid-life. How parents see their emerging adolescents is colored by the changes they themselves are experiencing. At the same time, young adolescents' perceptions of their parents are changing as they mature physically, cognitively, socially, and emotionally.

Ask the participants to name some behaviors and attitudes of young adolescents that they do not understand or find confusing. List their responses on the flipchart or chalkboard. Encourage the participants to brainstorm items quickly, not to discuss the items in detail.

Next, ask the participants to respond as they think their young adolescents would to this question: "Name some of the behaviors and attitudes of parents that you do not understand or you find confusing." List their responses on a separate sheet of paper that is posted beside the first sheet. Insist that the participants answer the question as they think their young adolescents would. Again, encourage them to brainstorm, not to discuss the items in detail.

After about 10 to 12 minutes, summarize the items listed, pointing out similarities and differences between the two lists and citing examples of how the lists come from two very different perspectives. Leave the lists posted. You will refer to them several times during the workshop.

HANDOUT/Mini-Lecture (30 min.)

"Young Adolescents, Parents, and Family Interaction"

Distribute the handout Young Adolescents, Parents, and Family Interaction, explaining that the chart outlines the most significant features of early adolescence and mid-life.

Using this handout, the handout Adolescent and Parent: Interaction Between Developmental Stages by Barbara Smith, and the other items on the recommended reading list as your resources, deliver a lecture on the material. Throughout the lecture, encourage the participants to make comments and pose questions. Ask them for examples, especially when you are discussing the third column on the chart, "Family Interaction." When appropriate, refer to the two lists of confusing behaviors and show how the discussion is providing insight into understanding the behaviors listed. Encourage the participants to share their own insights as well.

Distribute the participants' copies of the handout by Barbara Smith at the close of the session.

Discussion (25 min.)

"Feelings and Responses"

Introduce this activity by stating that any parent knows that communication between parents and young adolescent children is different from communication between parents and younger children. Emphasize that most parents find that as their children approach adolescence, communicating with them is sometimes harder and sometimes easier than when the children were younger. Ask the participants for reasons why talking with young adolescents is harder than talking with younger children. Ask them for reasons why talking with young adolescents is easier than talking with younger children. Give the reasons listed below if they are not mentioned.

Harder because:

-adolescents experience mood swings,
-control is often a central issue,
-adolescents and adults hold different perceptions of time,
-adolescents question family values,
-parents feel responsible for the child,
-the individual adolescent perceives of him/herself as totally unique,
-peers become increasingly important,
-parents fear that they are "losing" the child.

Easier because.

-adolescents are beginning to use more adult-like thinking skills,
-adolescents are more articulate,
-parents and adolescents may share some personal interests, concerns, and activities,
-adolescents begin to accept increasing levels of responsibility.

As you list reasons why it is easier and harder to talk to young adolescents, use the handout Young Adolescents, Parents, and Family Interaction to point out the changes of adolescence and mid-life that cause communication to be both easier and harder. Refer to the list of behaviors and attitudes that parents and young adolescents find confusing about each other. Suggest that the amount of confusion and misunderstanding that exists between parents and their young adolescents can be decreased when parents do two things: 1) attempt to identify their own feelings that are aroused by their children's behavior or statements, and 2) attempt to identify and understand their children's feelings.

In order to identify our own feelings, we must take the time -- sometimes a deep breath, sometimes several days -- to be honest with ourselves about why we react as we do to certain behaviors. Sometimes the reasons for our immediate response have more to do with ourselves than with the behavior that prompted the response. Taking a few moments to be reflective and honest about our own feelings can help us improve communication with our young adolescents.

To understand some of the things that confuse us about young adolescents, we must attempt to identify and understand how they feel about issues. Identifying feelings involves observing behavior and listening carefully to both what is said and how it is said. Too often we respond only to the content of what is said and ignore emotions that may be much more important and powerful than the content. We can build trust and mutual understanding with adolescents by attempting to identify their feelings and then discussing them. Feelings are often the real issue, with the particular content being a medium of expression. Point out that most of the reasons listed for why communication with young adolescents is easier or harder are related to how adolescents and adults feel about the changes that are affecting themselves and each other.

Discuss the following three examples of the different ways parents and their young teenagers may perceive the same situation. Ask participants to describe the various feelings adolescents and parents may have about a particular situation. Then ask participants to give their possible responses to the situations.

Young Adolescent Says	Parent May Feel:	Adolescent May Feel:	Parent Says:
"I can do it myself. You don't need to help me."	Proud Freedom from child's dependency Unwanted and not needed	Competent Resentful of intrusion Confident Independent	"OK. Since you feel capable of doing this, may I watch and talk to you while you work?"
"But I was only 20 minutes late. I couldn't leave before the game was over. Everybody else could stay as long as they wanted. Why do I have to have so many dumb rules?"	Loss of control Fear for safety Uncertainty about how to best handle the situation	Desire to belong to peer group Desire to have a voice in decision making Rules are unreasonable	"I worry about your safety when you are not home on time. Let's talk about how I can know you are safe, but you will have some flexibility."
"I think I might like to be a forest ranger. What do you have to do to become one?"	Responsibility for guidance Realization child is growing up Desire to have child follow own path or to "do better than I did"	Confused Needs information Overwhelmed Excited Independent	"I don't know. We can find out from your counselor or we can go to the library ourselves. What is it about a forest ranger's job that appeals to you?"

Ask the participants to suggest other statements or behaviors from young adolescents that they would like to discuss using the same format. (You might use some of the confusing behaviors listed earlier.) Insist that the group identify what both the parent and the adolescent may be feeling before they begin to discuss responses. Whenever possible, refer back to the handout Young Adolescents, Parents, and Family Interaction and your discussion of the handout to help participants identify feelings that are related to the changes of mid-life and adolescence.

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Closure (5 min.)

Ask the participants for questions that may have gone unanswered. Provide further resources and information as necessary. Summarize the workshop, pointing out that families are complicated. Recognizing that individual family members' needs and roles change over time and adapting relationships accordingly is a key to positive family life.

IV. WORKSHOP B

"Establishing Rules and Limits With Young Adolescents"

Purpose

To help participants understand young adolescents' increasing need for autonomy and their continuing need for limits. Guidelines for establishing rules and limits with young adolescents will be discussed.

Objectives

Participants will:

- discuss how families adjust to adolescents' increasing need for autonomy and their continuing need for limits,
- list areas where rules and limits are most likely to produce conflict between parents and young adolescents,
- identify negotiable and non-negotiable areas,
- discuss and practice three skills used in negotiating rules and limits.

Time

One hour, 15 minutes:

5 min.	Introduction
35 min.	Discussion/Worksheet: Negotiable and Non-negotiable Limits
30 min.	Mini-Lecture/Discussion: Guidelines for Negotiating Rules
5 min.	Closure

Materials and Equipment

Flipchart, newsprint and tape, or chalkboard
Felt-tip markers or chalk
Handouts:
1) Worksheet: Rules and Limits in My Family
2) Guidelines for Establishing Rules and Limits With Young Adolescents

Note to the Leader

This training outline is intended to provide you with the content and a suggested design for the workshop. As a professional with expertise in this area and as an experienced trainer, you will probably adapt the design to fit your personal style. Remember, however, that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter the design or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your workshop with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

The content of the workshop is taken in part from the monograph Early Adolescence: What Parents Need to Know, pages 13-23, "Responding to the Changes of Early Adolescence." It is recommended that you read this section in preparation for the workshop. The monograph is enclosed in the planning guide. If the conference planners have not supplied you with a copy, it is available for $2.75 (plus $.50 postage) prepaid from the Center for Early Adolescence, Suite 223, Carr Mill Mall, Carrboro, North Carolina 27510.

Recommended Reading for the Leader

*Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

Ginott, Haim. Between Parent and Teenager. New York: Avon, 1971.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

Schowalter, John E., and Walter R. Anyan. The Family Handbook of Adolescence. New York: Alfred A. Knopf, 1979.

*Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1980.

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*A copy of this publication is included in the planning guide.

Activities Outline for Workshop B

Introduction (5 min.)

Introduce the workshop by making the following points:

1) Conflicts over rules and limits are common in families as young adolescents strive for increased levels of autonomy. Such differences can be viewed as signs of healthy growth.

2) Parents, as well as children, need time to adjust to the rapid and dramatic changes that occur during early adolescence.

3) Most adolescents cannot be physically forced to obey their parents.

4) As adolescents develop the ability to think abstractly and to reason, they want to have a voice in making the decisions that affect them. They also begin to question decisions and rules set by parents.

5) When young adolescents start raising authority issues, some parents panic, and in their panic they either throw up their hands and say, "I've done all I can do, you're on your own now," or clamp down so tightly the young adolescent has no option but to rebel.

6) Most parents respond to their child's emerging sense of autonomy with a generally appropriate balance of freedom and control. This is no small order for parents, since the balance needed by a young adolescent may change from day to day and circumstance to circumstance.

7) This workshop is designed to help the participants achieve the delicate balance between autonomy and clear limits that young adolescents need in order to become fully functioning adults.

Discussion/Worksheet (35 min.)

"Negotiable and Non-negotiable Limits"

Introduce the concept of negotiable and non-negotiable limits by saying that each family has different expectations for behavior. Limits that are considered essential in some families may be considered marginal in other families. Most families have some non-negotiable rules that parents set for their children. These rules are "givens" and are not easily changed. Non-negotiable rules deal with issues that relate to physical and emotional safety and strongly

held family values. Negotiable rules are more flexible and more open to change. Negotiable rules deal with tasks and behaviors parents expect, such as curfews, household responsibilities, and dress. Parents and adolescents can mutually decide upon the specifics of level of performance, frequency, etc., of negotiable rules.

Distribute the worksheet Rules and Limits in My Family. Ask the participants to read the instructions and complete the form as directed. Allow about 15 minutes for the participants to complete the worksheet.

Ask the participants to name some of their negotiables and non-negotiables. Encourage the parents to examine their classifications by asking questions like the following.

"What are your reasons for each classification?"
"Did you consider your adolescent's need for increasing independence?"
"Did you consider your adolescent's need for clear limits?"
"Did you consider your own needs?"

Make certain the points listed below about negotiable and non-negotiable limits are made during the discussion.

Non-negotiables:

1) Some rules, such as "No riding with drivers who are drinking" and "You cannot go to parties that are unattended by parents or other adults," are necessary for protecting the safety of teens.

2) Non-negotiables are most effective when kept to a few items that deal with safety and deeply held family values.

3) Adolescents are more likely to abide by non-negotiables if parents explain the reasons for the rules when asked to do so.

4) Adolescents may occasionally challenge the non-negotiables, but they respect firmness if the few non-negotiable areas are carefully chosen.

5) Parents should constantly re-evaluate the non-negotiables. They may change as the adolescent grows and matures.

Negotiables:

1) Most rules and limits should fall into this category.

2) These rules should be made by parents and teens together, taking into account the needs of both.

3) Teaching acceptable behavior, responsibility for one's own behavior, and consideration of others should be the focus of these rules.

4) Parents and teens should constantly re-evaluate the negotiables. They should change as the adolescent grows and matures.

Mini-Lecture/Discussion (30 min.)

"Guidelines for Negotiating Rules"

Introduce negotiating as a method for parents and young adolescents to resolve differences of opinion, set limits, and find solutions that are acceptable to both. Remind participants of negotiations we as adults enter into in business and personal interactions. However, negotiating with young adolescents is different from negotiating with adults for two main reasons.

First, family interactions, including negotiations, have much stronger emotional overtones than usual business and personal interactions. Second, business and personal negotiations are between two or more adults who share somewhat similar experiences and who have mastered the cognitive skills necessary for logical reasoning and abstract thinking. Negotiations in families take place between an adult and a young adolescent who is just beginning to think abstractly and to master logical reasoning skills and who is immersed in the normal egocentrism of adolescence. In addition, the adult and the young adolescent bring very different perspectives and experiences to the interaction. Negotiating gives both parents and adolescents a way to state their wishes and expectations. It also gives young adolescents a way to have a greater voice in making family decisions that affect them.

Introduce the communication skills to be discussed in this workshop by stating that effective communication is a key to successful efforts to negotiate rules with young adolescents. Three communication skills are especially important if constructive give-and-take is to occur. They are I-messages, brainstorming, and effective listening. Briefly introduce each communication skill, using the following descriptions as a guide. The example of negotiating about a messy room is used throughout. Ask the participants to contribute additional examples for each skill.

I-messages are non-judgmental statements about how we feel about a particular behavior or situation. I-messages help parents and adolescents talk about behavior and situations that may or may not be of concern to one but that are important to the other. Clear statements about how parents and adolescents feel about each other's behavior can clear up misunderstandings and lay the groundwork for successful negotiation of solutions. However, if I-messages are to be helpful, they must be devoid of personal attack ("You're such a slob, I am ashamed of you and this room."). Also, I-messages are usually

effective in promoting constructive communication only when the adolescent knows from experience that the parent will listen to and respect his/her attempts to communicate.

Here are some examples of appropriate I-messages:

Parent: "I am embarrassed for guests to see how messy your room is. I am afraid they will think we have no standards of cleanliness."

Parent: "I get angry when I have to pick your things up off the floor in order to vacuum. I feel resentful because your messiness causes extra work for me and makes me spend more time cleaning the house."

Parent: "It frustrates me to see the clothes and other things we buy for you strewn about your room. I am disappointed that you do not take better care of your things."

Adolescent: "I am tired of you nagging me about my room. It seems that all we ever talk about is how bad my room is."

Adolescent. "I like my room the way it is. It is my room and I think I should be allowed to keep it as I please, so long as it does not endanger the rest of the family."

Adolescent. "I get angry when you straighten my room because I cannot find things. I know where everything is and think you should not rearrange my things."

Effective listening involves listening to both the content of what is actually said and to the feelings that underlie what is said. It also involves paying attention to what is not said and to behavior such as shrugs, withdrawal, grins, and outbursts. Effective listening helps parents and young adolescents understand each other's point of view and recognize how the other person feels about the situation or possible solutions under discussion. A part of effective listening is the ability to communicate to your young adolescents what you hear them saying. By responding to feelings as well as the content of your teens' communication, you can clarify your understanding of what they are saying, help them see themselves more clearly, and show them that you truly do want to understand their perspective. You are also modeling communication skills that will help your young adolescents listen and understand you more effectively.

Following are some effective listening responses:

Statement: "It's my room. I can do what I want with it."
Response: "You resent me telling you how to keep your room."

Statement: "I can't find my science book and it's your fault. Why do you have to mess around in my room?"

Response: "You are angry at me for cleaning and straightening your room today."

Statement: "My room is clean. You want it to look like a museum, not a room somebody lives in."

Response: "You think my standards for cleanliness are too high."

Brainstorming is a method of generating possible solutions to a situation. The people involved in finding a solution list as many ideas for solutions as they can. There are two rules for brainstorming: 1) each person involved has ample opportunity to contribute ideas, and 2) no evaluative comments (e.g., "We already tried that and it didn't work" and "That's a dumb idea") are to be made about any idea while the ideas are being listed. All ideas are listed during brainstorming and then the people involved go back and evaluate each idea as an option.

Following are some ideas that might be generated by a parent and an adolescent during a brainstorming session concerning a messy room:

- Close the door to the room when guests are in the house.
- Keep the door closed all the time so the parent does not have to look at the mess.
- The adolescent will clean the room once every two weeks.
- The parent will cease nagging about the room.
- The parent will clean the room once every two weeks.
- The parent will vacuum only once a week and toss everything that is lying on the floor into a box that will be stored in the basement.
- The adolescent will not be allowed to leave the house other than to go to school unless the room is clean and neat.
- The adolescent will do his/her own laundry.
- The parent will launder only those clothes that are in the family hamper.
- The family will hire a housecleaner.

Ask volunteers to describe negotiable areas they listed on their worksheets as most likely to provoke conflict between them and their young adolescents. Lead the group to practice I-messages, brainstorming, and effective listening responses using the volunteers'

situations as examples. Help the participants to see that these skills are not discreet steps in negotiating with young adolescents, but communication skills that are used during the process of discussing limits and reaching mutually acceptable rules. Ask for additional volunteers as time allows.

Closure (5 min.)

Summarize the session by saying that establishing rules and limits with young adolescents that take into account their increasing need for autonomy and their continuing need for clear limits is not an easy task for parents, who have to consider their own needs as well. Some non-negotiable limits are essential, but when parents insist upon certain limits for the sake of firmness alone and do not allow for mutual decision making in negotiable areas, they may be placing their relationship with their adolescent in jeopardy. It is important for parents to remember that young adolescents' striving for increased autonomy and the redefinition of parental authority that this striving brings on are necessary and positive steps towards adulthood.

Distribute the handout Guidelines For Establishing Rules and Limits With Young Adolescents, saying that the handout summarizes the things you have discussed during the session.

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V. WORKSHOP C

"Problem Areas: When Do I Need to Worry?"

Purpose

To help participants distinguish between and deal with normal experimentation and abnormal behavior that is a sign of serious disturbance.

Objectives

Participants will

- identify the behaviors they fear most from their adolescents;
- identify the strengths their young adolescents possess;
- distinguish between normal and abnormal behavior;
- recognize signs of serious disturbance in young adolescents;
- discuss strategies for dealing with both normal experimentation and disturbed behavior;
- realize that most adolescents do not exhibit disturbed behavior.

Time

One hour, 15 minutes:

5 min.	Introduction
15 min.	Listing/Discussion: Parents' Fears and the Strengths of Young Adolescents
15 min.	Handout/Discussion: Signs of Serious Disturbance
35 min.	Discussion: Dealing With Normal Experimentation and Risk Taking
5 min.	Closure

Materials and Equipment

Flipchart, newsprint and tape, or chalkboard
Felt-tip markers or chalk

Handouts:

1) Signs of Serious Disturbance
2) Alcohol and Drug Abuse Among Adolescents: What You Can Do
3) Suicide Among Adolescents: Early Warning Signs

Note to the Leader

This training outline is intended to provide you with the content and a suggested design for the workshop. As a professional with expertise in this area and as an experienced trainer, you will probably adapt the design to fit your personal style. Remember, however, that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter the design or supplement the content, carefully review your plans to be certain that you will efffectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your workshop with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Recommended Reading for the Leader

*Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

Fine, Louis I. After All We've Done for Them: Understanding Adolescent Behavior. Englewood Cliffs, NJ: Prentice-Hall, 1977.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

*Lipsitz, Joan. "Adolescent Development: Myths and Realities." Children Today, 8, No. 5 (1979), pp. 2-7.

*Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1980.

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*A copy of this publication is included in the planning guide.

Activities Outline for Workshop C

Introduction (5 min.)

Introduce the session by acknowledging that most parents worry about their adolescents "getting into trouble" or "going wrong." Some behavior, while irritating and worrisome to parents, is not likely to be dangerous to young adolescents. However, some behavior, if intense and persistent, can be a sign of serious disturbance. This workshop will help participants distinguish between normal but worrisome behavior and behavior that may be a sign of serious disturbance. Remind participants of two important facts that need to be kept in mind as you discuss normal and abnormal adolescent behavior. First, most adolescents (research studies indicate 80% or more) get along fine during adolescence and learn social and emotional skills that serve them well the rest of their lives. Serious disturbance rarely appears for the first time during adolescence. Second, your emerging adolescent is not a stranger to you. Although both the parent and the young adolescent must adjust to the physical, cognitive, social, and emotional changes of adolescence, the child is the same person the parent has known and loved for 11 or 12 years. The communication skills that have generated understanding and respect between the parent and child will continue to work, if the parent takes into account the child's new perspectives that result from the rapid and dramatic changes of adolescence.

Listing/Discussion (15 min.)

"Parents' Fears and the Strengths of Young Adolescents"

Again, acknowledge the fact that parents do indeed worry about their young adolescents. Ask the participants to name some of the problems they fear most for their adolescents. List their responses on the flipchart. Do not pause to discuss the items now. Encourage the participants simply to name the things they worry about.

Ask the participants to name the qualities, attitudes, strengths, or skills their young adolescents possess (not what the participants want them to possess, but what they currently possess) that will help them deal positively with some of the things the participants fear. List these strengths on a separate flipchart sheet that is posted beside the first list. Again, do not pause to discuss the items now. Encourage the participants to simply list the strengths.

Summarize the fears participants have in common, recognizing that some of them, such as alcohol and substance abuse, are very real problems. If any of the fears listed are clearly within the realm of normal adolescent behavior, point that out. Ask the parents to keep in mind the strengths of their young adolescents when they think about their fears and as you discuss disturbed behavior.

HANDOUT/Discussion (15 min.)

"Signs of Serious Disturbance"

Begin the discussion by pointing out that one of the reasons that parents worry about their young adolescents is that they are uncertain about what behavior is normal and what behavior is abnormal. Go back to the list of things the participants worry about for their children and point out that it is often the degree and consistency of behavior that determine whether it should be interpreted as a sign of possible disturbance. For example, it is perfectly normal for young adolescents to spend time alone in the privacy of their own rooms. However, a sign of possible disturbance is consistent withdrawal and a persistent lack of interest in both peers and adults.

Distribute the handout Signs of Serious Disturbance, reminding the participants that most adolescents do not exhibit these behaviors that indicate the possibility of a serious disturbance. Discuss the handout, making these points:

1) The intensity and persistence of the behavior must be considered in deciding if a particular behavior may be a sign of serious disturbance.

2) Each adolescent is an individual and behavior must be interpreted in light of his/her uniqueness.

3) The behaviors listed on the handout are usually a symptom of a more basic and severe problem that may have serious consequences for the well-being of the young adolescent.

4) It is unlikely that a young adolescent exhibiting disturbed behavior will "grow out of it."

5) It is unlikely that the behavior will change unless the basic problem is identified and dealt with.

6) Disturbed behavior will not stop or change as a result of ignoring it, countering it with lectures and threats, or clamping down with stricter rules.

Suggest that many parents' initial reactions to disturbed behavior are denial, anger, and guilt. Most families do not have the internal resources to deal with the signs of serious disturbance listed on the handout. Remind the participants once again that the behaviors are usually a symptom of a more serious disturbance. Most families need professional help in identifying the basic problem and dealing with the behavior. Recognizing that help is needed is often the hardest step for parents. Suggest a few sources of help -- clergy and local mental health centers -- for parents who think their young adolescents may be exhibiting the signs of serious disturbance.

Note to the leader: If there are participants who suspect that their young adolescents are disturbed, they may become very uncomfortable and withdrawn or they may try to turn the session into an analysis and help session for themselves. This workshop is not a therapy session. It is your responsibility to suggest appropriate sources of help for such participants and not allow the workshop to be diverted to the discussion of a single case. The following discussion of dealing with normal experimentation will probably be of greater interest to most parents than the discussion of seriously disturbed behavior.

Discussion (35 min.)

"Dealing With Normal Experimentation and Risk Taking"

Point out that adolescents, like all human beings, typically exhibit a broad range of behaviors that form a continuum. There are some adolescent behaviors, such as messy rooms and rapid mood swings, that may irritate parents but that are not dangerous for the teen. There are other behaviors, such as lack of interest in family outings and conflicts over rules and limits, that cause parents to worry about their influence upon and relationship with their young adolescents. There are still other behaviors that, while their intensity and frequency do not seem to indicate serious disturbance, may be harmful for young adolescents. Examples of such behaviors are experimentation with alcohol and drugs, sexual activity, and weight loss. Point out that experimentation with a variety of behaviors is a normal and necessary part of adolescence. However, when these behaviors become intense, frequent, or are a drastic departure from typical behavior for an individual adolescent, they may be signs of serious disturbance. For example, excessive weight loss, indiscriminate sexual intercourse with many partners, and physical or psychological dependency on drugs or alcohol may indicate serious disturbance and a need for professional help.

Ask the participants if there are particular behaviors they would like to discuss. After a participant has described a behavior, ask the group to classify it according to the following categories, which you have written on the flipchart or chalkboard:

1) Normal adolescent behavior that is irritating to the parent but probably not harmful for the adolescent.

2) Normal adolescent behavior that causes the parent to worry about his/her influence on and relationship with the child.

3) Light experimentation and risk taking that is not abnormal for adolescents but may be harmful to the adolescent.

4) Behavior that is probably a sign of serious disturbance.

Next, ask the participants to discuss how they have handled similar situations with their young adolescents. Discuss as many specific behaviors as time allows, making sure the following points are discussed:

1) The fine line between normal, experimenting behavior and disturbed behavior is often determined by the degree and consistency of the behavior.

2) Parents should be able to recognize both the general signs of serious disturbance and the signs of specific problems such as alcohol and drug abuse, anorexia nervosa, emotional illness, and suicidal behavior.

3) Over-reacting to light experimentation can blow an isolated incident out of proportion or convince the child to become what he/she is accused of being. Likewise, ignoring light experimentation can cause the adolescent to be confused about what the acceptable limits are.

4) Keeping the lines of communication open is essential. Respect for privacy, accessibility, effective listening skills, and responses that take into account both the feeling and the content of what a young adolescent is saying are important.

5) An appropriate balance between freedom and clear limits and opportunities to participate in making rules helps young adolescents learn acceptable behaviors, assume responsibility, and learn decision-making skills.

6) Young adolescents need parents to be explicit about limits and values but open to talking about them.

Closure (5 min.)

Summarize the session by saying that most adolescents and their families report that they do fine during adolescence, but parents still worry about their children. Review the objectives for this workshop, summarizing your discussions related to the objectives. Distribute the handouts Alcohol and Drug Use Among Adolescents: What You Can Do and Suicide Among Adolescents: Early Warning Signs as the participants depart.

VI. HANDOUTS AND EVALUATION FORM

The following handouts are to be used in the workshops to provide conference participants with valuable information and to promote discussion. They should be reproduced by the sponsoring agency and distributed at the appropriate time by the workshop leaders.

These handouts are either copyrighted by the Center for Early Adolescence or reprinted by the Center for Early Adolescence with the permission of the copyright holder. The Center for Early Adolescence grants permission to reproduce these handouts to the agency sponsoring the conference "Living With 10- to 15-Year-Olds." Permission is not granted to reproduce any other pages in this planning guide except the handouts and recommended reading lists, which may only be reproduced for the purposes of sponsoring this specific conference. Permission to reproduce the handouts for any other purpose must be obtained from the Center for Early Adolescence.

Workshop A: "Family Life With Young Adolescents"

1) Young Adolescents, Parents, and Family Interaction

2) Adolescent and Parent: Interaction Between Developmental Stages by Barbara Smith

Workshop B: "Establishing Rules and Limits With Young Adolescents"

1) Worksheet: Rules and Limits in My Family

2) Guidelines for Establishing Rules and Limits With Young Adolescents

Workshop C: "Problem Areas: When do I need to worry?"

1) Signs of Serious Disturbance

2) Alcohol and Drug Use Among Adolescents: What You Can Do

3) Suicide Among Adolescents: Early Warning Signs

Evaluation Form

YOUNG ADOLESCENTS, PARENTS, AND FAMILY INTERACTION

	Young Adolescents (10-15 years old)	Parents (35-55 years old)	Family Interaction
Most Significant Feature	Rapid physical, intellectual, and emotional change	Rapid, physical, intellectual, and emotional change	Temporary disequilibrium, as relationships shift from dependency to interdependence
Physical Changes	Development of secondary sex characteristics	Perceptions of diminished sexual appeal	Possibility of parental ambivalence about child's sexual development
	Increased strength, stature	Perceptions of diminished strength, height	Child may be bigger, stronger than parent Parental expectations of mature behavior increase
	Development of reproductive capacity: menarche, ejaculation	Female anticipation of menopause--end of reproductive years. Male concern about virility.	New relationship with opposite-sex child; "incest taboo"; concern for sexual values and sex education; fear of adolescent pregnancy
Intellectual Changes	Onset of ability to think abstractly, to question and test adults' statements and evaluate adults' values. The world expands; possibilities and ideas seem endless and intriguing. Increased daydreaming.	Increased concern with rapid passage of time. Time is measured in terms of how much longer one will live. Concern for continuation of values. Need to feel one has contributed to future.	Parent's authority and rules are questioned. Child wants role in family decision making. Value-testing and differences in time perspective may cause tension. Child's ability to conceptualize may improve family communication.
Socio-Emotional Changes	Disturbances in self-esteem Heightened self-consciousness, sensitivity to criticism	Disturbances in self-esteem Sense of loss of control may increase criticism	Possibility of jealousy or rivalry: "clash of inferiority complexes."
	Beginning to consider future work roles and career	Career plateau and retrospective	Parent feels responsible for guidance Parent may resent child's options or may unconsciously seek vicarious role in child's social and career development
	Egocentric; need for privacy; increase in peer influence; increase in emotional attachments to peers and other adults Developing autonomy	Heightened extra-familial responsibilities; need to make changes in emotional losses--special needs or death of parents or friends, "empty nest"	Parent-and-child relationship moves from greater to lesser control: gradual increase in autonomy--with limits--for child. May be conflict between "letting go" and "hanging on." Sense of freedom as children become less dependent. Child can accept more responsibility
	Moving into highly regarded age group--young adulthood	Moving into less highly regarded age group--old age	Reciprocal desire for respect, reassurance, approval
	Developing sense of self	Developing new identity to incorporate physical, intellectual, and social changes	Shift in husband-wife roles and new options open to parents (wife's return to career, husband's increased interest in children). Possibility of marital and familial changes due to death or divorce Possibility of shared interests and activities

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IN THIS ISSUE

the **Center Quarterly Focus** is on the interaction between two major developmental stages: adolescence and middle age. The discussion is set in the context of the family: parents and their adolescent children. But, the discussion is relevant for persons in middle age working with adolescents in any setting: schools, correctional facilities, youth serving agencies, on the job.

Barbara Smith, a recent graduate of the University of Minnesota, and past participant in the Youth Studies Collateral of the Center for Youth Development and Research, explores the interaction between adolescence and middle age from the perspective of "what is known" about these two life stages. The contrast between what is known about adolescence and the more limited material available on middle age is readily apparent. However, the discrepancy in the relative quantity does not detract from the major purpose of her paper: to begin to raise the issues that are involved when developmental stages are recognized as existing for all members in the adolescent/middle age relationship.

Researchers, writers and teachers are explicitly drawing attention to the impact of cross-stage interaction in "normal, everyday life situations" as well as in pathology, e.g., adolescent abuse. In the counseling process with adolescents in crisis or in trouble, increasingly, family members are involved and their characteristics and needs considered.

Courses in "adult development" are appearing in colleges of education where some attention normally has been given to adolescence; a next step would be to bring these two perspectives together.

Similarly, courses on "parenting" reflect far greater awareness of the developmental needs of all family members raising new and different questions about parent/child relationships.

Youth professionals are educated in adolescent development, but only occasionally asked to consider their own developmental needs in relation to the people with whom they work. This,too,is changing, facilitated not only by scholarly research, but by popular books such as Gail Sheehy's *Passages*, a journalistic account of mid-life, commingling interviews with academic findings.

Accordingly, this initial review seeks to contribute to the developing momentum regarding middle age/adolescence interactions based on a more extensive knowledge base. In reading the text, it is important to bear in mind that all people develop at their own rate and individual differences prevail. It follows that generalizations about any group may not be valid for any given individual.

Miriam Seltzer, Editor

ADOLESCENT AND PARENT:

Interaction Between Developmental Stages

by Barbara Smith

When one looks at modern youth, whether it be in the context of the psychological, the sociological, or the cultural aspects, inevitably the relationship between the adolescent and his parents becomes one of the foci. This relationship is generally viewed as a factor that significantly influences the direction of the adolescent's growth. It is, of course, a two-way relationship, and because it is so important, it is necessary to know and understand both sides. Much research has been done and much has been written about the adolescent's role in this interaction. There are elaborate theories of adolescent development and quantities of empirical data which pinpoint areas of concern and areas of growth and change.

But what of the other side of this interaction — that is, what of the parent? Much of the information about parents is presented in terms of the effects they have on their adolescent son or daughter. To fully understand the interaction between parent and adolescent it is necessary to recognize

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parents as persons who have specific concerns and problems of their own, persons who have identities apart from their parenting and from their effect on their children. Adequate information about *both* parents and adolescents as individuals, coupled with information about the interaction between them, can contribute to a more extensive and intensive view of family life. It may also help to promote an understanding of, and an ability to deal with, the discontinuities and problems that occur between parent and adolescent within the family.

This paper is exploratory in nature. Accordingly, it only touches upon some of the important issues on which further study is needed. Five topics relating to the parent-adolescent interaction are dealt with. First, adolescence and some of its characteristics as a unique period of growth and change are briefly described. Second, middle age (35-60 years) as a developmental period is explored and some of the specific characteristics and concerns of this time of life are identified. (Since this section deals with middle-aged parents, it is the major focus of the paper. It seems most parents who have adolescent children are approaching middle age or are already middle-aged.) Third, the relationship between these two developmental stages within the context of the family relationship is examined. Fourth, the implications of all this information for those concerned with family and/or youth are discussed. Fifth, possible questions for research that will help to increase our knowledge and understanding of these topic areas are suggested.

ADOLESCENCE

Adolescence can be defined from many perspectives; no one definition integrates all the characteristics of this developmental stage. Here, adolescence is defined as a critical transition period, generally spanning the ages of 12 to 20, during which rapid growth and change occur.

The physiological maturation which takes place during this time is accompanied by rapid changes in body size and structure, by the appearance of secondary sex characteristics, and by heightened interest in sexual matters. Cognitively, according to Piaget, the adolescent is becoming capable of formal operational thought and is able to perform logical operations on symbols and hypotheses. [Thornburg, 1971] Socially, the young person's ideas about people and relationships are becoming more complex and differentiated and often there is a turning from parental to peer influence, at least in some areas. While friends of their own age are very important to adolescents, adults are just as important. In a two-year nationwide study of adolescent girls, their family was found to be very significant to the girls as a supporting and limiting power while their friends were considered important as mirrors of themselves. [Konopka, 1975]

Eric Erikson views the major task of this period as establishing an ego identity, a matter of considerable difficulty. Erikson says that it is necessary for the adolescent to have a certainty of self and a sense of continuity and belonging if he is to avoid the problems of role confusion. [Neugarten, 1968] In this process of building and integrating a concept of self, the peer group and interpersonal relationships become important. The search for identity and for a sense of self-esteem goes on throughout life but begins in the adolescent years and can contribute to some of the turmoil and stress of this period. [McCandless, 1970]

Some of the other developmental tasks of this period include emotional growth, moral development, social adjustment, establishment of independence, and career formation. [Cole, 1970] Information about all facets of life is coming in from all sides, and the adolescent needs somehow to integrate this new information into his value system. In addition to all this, a transition in emotionality seems to occur at this time. Thus adolescence tends to be a sensitive period. [Hurlock, 1973]

Early authors have described the adolescent years as an "awakening of Spring" and more often than not, as a period of "storm and stress." In his book *Adolescence*, published in 1904, G. Stanley Hall describes it as a time of storm and stress accompanied by unreasonable conduct and a lack of emotional stability. [Demos and Demos, 1969] Freud viewed it as a dramatic period in which the id is completely out of control and defines the major tasks as finding a suitable love object and building a satisfactory ego defense mechanism. Anna Freud sees it as a period of transition, tension, and conflict. [Horrocks, 1969] Margaret Mead presents a different picture; she says "storm and stress" is a cultural variable and is not a universal phenomenon. [Adams, 1973]

Contemporary American society seems to generate an adolescent interval that is both gradual and stressful. Adolescence tends to be a moratorium period between childhood and adulthood where the loosening of control is gradual and where the adolescent is allowed to take on some adult roles but not all of them. Youth's questioning of the validity of these adult roles makes the choice of them more difficult and contributes to stress and tension. People's expectations of the adolescent vary; some treat him as an adult, others as a child. The adolescent's role, then, is somewhat undefined and in flux. It can be very confusing. While some generalizations can be made about the growth and change of this period, adolescence is also a time of individual development. Change and turmoil are handled differently by each individual, depending on his personality, lifestyle, means of coping, etc.

Whether this developmental stage actually becomes a serious crisis period depends upon the individual as well as on the kind of atmosphere society generates. With our knowledge of adolescents and the problems they face, we can provide an environment that will facilitate the healthy growth and development of each individual. This environment should provide conditions where adolescents can actively participate in the decision-making that affects their lives, where they can establish a sense of belonging, where they can experiment and try on roles, where they can discover self by looking outward as well as inward, where they can formulate their own value system, and where they can cultivate a capacity to enjoy life. [Konopka, 1973] Adolescence may still remain a confusing and difficult time, but it need not be a time of serious crisis or despair.

MIDDLE AGE

Only recently have researchers from various fields of study begun to

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look seriously at development as a lifelong process which is accompanied by many physical, social, and emotional changes. [Atchley, 1972] Middle age, spanning the years from 35 to 60 (depending on the individual), has been one of the most ignored areas of development. Roger Gould found that people of similar ages have similar problems and specific concerns according to their age. The data from his study indicate that there is a definite developmental sequence in the middle adult years. [Gould, 1975] The consensus of many authors, in sum, is that "the middle-aged adult has as many problems to solve and pleasures to enjoy as any child or adolescent ever thought about." [Bischof, 1969, p. 1] Middle age, then, as part of life's developmental sequence is just beginning to be recognized as an important and unique stage in an individual's life.

Erik Erikson presents one of the few theories of human development that encompasses the entire life cycle. In this theory ego development is traced from infancy to old age. While the task for the adolescent is ego identity vs. role confusion, the task for the middle-aged adult is that of generativity vs. ego stagnation. Erikson says that it is necessary for the person in this stage to expand his ego interests and to have a sense of having contributed to the future. The middle-aged individual also struggles with changeability in his identity and self-image. While the problem of ego identity is predominant in adolescence, Erikson feels it is present for the middle-aged adult as well, though it occurs on a different level. The difference is due to the adult's more extensive life experiences. His success in resolving the problem varies with the degree of his success in dealing with earlier crises or stress. [Neugarten, 1968] Erikson, then, presents a view of the middle adult years as a time when important development is occurring and growth and struggle are going on.

Robert Peck posits a theory that middle age is a time of psychological learning and adjustment consisting of four major tasks. The middle-aged adult must first learn to value wisdom rather than physical powers as a means of solving problems and as a standard for self-evaluation. During the middle adult years there is a decrease in physical strength, stamina, and attractiveness; therefore the individual needs to change from physique-based values to wisdom or life-experience-based values. Failure to make this switch may result in bitterness, depression, frustration, and ineffectiveness in work and social roles. The second task for the middle-aged individual, according to Peck, is that of socializing rather than sexualizing in human relationships. Along with a decrease in physical powers, there is also a crisis period in terms of the individual's sexual identity. Peck views this crisis as an opportunity for relationships to take on greater depth and a new kind of value that was not possible when sexualizing was the goal. The third task delineated by Peck is that of establishing emotional flexibility so as to avoid emotional impoverishment. It is during middle age that parents die, children leave home, and the circle of friends and relatives is broken by death. The individual needs to be able to shift his emotional involvement to other people and activities. If he is unable to reinvest his emotions, problems can result. The fourth task is to maintain mental flexibility instead of sinking into mental rigidity. It is during the middle years, Peck feels, that the person becomes set in his ways and closed to new ideas. Usually the person of this age has achieved peak status of some sort and thus is tempted to forego further change, refusing to look at new answers to old problems and situations. [Neugarten, 1968] Peck, then, defines some specific areas of change and potential problems for the middle-aged adult. He views these problems and tasks as worthy of as close attention as that given to the problems of the earlier stages of life.

In a study done through direct observations of group therapy sessions and through the analysis of questionnaires about attitudes and concerns, Gould pinpoints some specific concerns people have as they move through the adult years. In the thirties, the individual's focus is on the family, and the feelings about one's mate and offspring increase in significance. This period is also marked by active psychological change and pursuit of various achievements. In the forties, personal comfort decreases and the data suggest that this period is an unstable and uncomfortable time. Many people report a feeling that it is getting "too late" to do many of the things they had hoped to do. In the fifties, the major concern is with self, and people tend to respond with increasing passion to statements about lack of time. Many concerns about health are also expressed at this time. There is a developmental sequence, then, which does appear in the middle adult years. [Gould, 1975] A sense of stagnation, disequilibrium, and depression is predictable as people enter the period of mid-life; this is just part of the total life cycle picture. [Sheehy, 1976]

Very limited systematic data are available on adults. The most frequently used technique of investigation is the survey-questionnaire, usually accompanied by some sort of interview. Through the use of such questionnaires and surveys some experiential and intuitive data about specific areas of change and growth in the middle adult years have been collected. The following are just a few of the major concerns, changes, and awarenesses that may touch a person during the middle adult years. They do not constitute an all-inclusive catalog, nor is the composite meant to be a sweeping description or stereotype of the middle-aged adult. An examination of the characteristics of individuals within a wide age span (35-60 years) will always reveal great variability. What is important to one person may be of little significance to another. The characteristics discussed here are *possible* areas of concern, and the purpose in looking at them is to help establish the middle years as a period of growth and change which is an integral part of the total life cycle.

Awareness of age.

One of the first awarenesses that strikes a person during this stage of life is the awareness of growing old. Life is no longer limitless. The individual tends to have an acute sense of time and often begins to have regrets about the "might-have-beens" of life. There is also growing frustration with the realization that there is probably not enough time to do all that one would like to do. [LeShan, 1973] This awareness of time is accompanied by the sometimes frightening and painful realization that one is moving into a

less highly regarded age group. In our society, to be aged is not an esteemed or prestigious quality. The elderly generally do not possess prestige, status, or influence. It is a position that is downgraded by everyone. [Atchley, 1972] Our society fosters a dismal outlook toward growing old and being elderly is not something one looks forward to. This time in life, when one becomes aware of the reality of old age, can be very stressful for the individual.

Health and vitality.

Health can be another matter of concern during the middle years. Often there is a decrease in physical strength, stamina and attractiveness. Since these are the characteristics that an apparently youth-oriented culture values most, this can be a difficult period. Chronic illness also becomes more prevalent at this time in life. Hearing and vision begin to fail in the fifties. [Atchley, 1972] Women tend to be increasingly concerned with the health of their husbands; men report feelings of increased physical vulnerability during the middle years. [Neugarten, 1968]

Menopause and impotence.

The onset of menopause and periods of impotence which may occur during the middle adult years can also bring about a crisis period for the individual. Menopause is a biological change that may have important psychological implications for the woman. It marks a turning point in life because it involves biological and psychological factors in addition to the perception of the beginning of "old age." These changes imply a general shift in the life stages and because so many factors are involved at once, it could become a difficult adjustment period for the woman. [Neugarten, 1968] Masters and Johnson [1970] have found that the sexual inadequacy of men increases during middle age. This is usually not due to physical factors but is the secondary result of stress stemming from preoccupation with career, family, retirement, etc. [Kimmel, 1970] During the middle adult years both men and women express the importance of remaining sexually attractive. [LeShan, 1973] These concerns, coupled with biological and psychological changes, could make this stage a difficult time for the middle-aged adult.

Waning parenthood.

Middle age generally marks the close of the childbearing years and parenthood is on the wane. [LeShan, 1973] This usually creates a certain degree of upset and conflict for both parents. For the mother who may have been totally absorbed in the family, the "empty nest" can involve a considerable role shift. This shift, combined with the biological change of menopause, could become a potential crisis period for the woman. [Kimmel, 1974] The father, who may have spent many years building his career, often turns back to the nest in his middle years only to find that his tenderness comes at a time when his children are demanding distance. This experience can result in a feeling of unsalvageable loss for the male. [Sheehy, 1976] Parents who still have children at home may also find middle age a difficult time to perform the parental role. Parents tend to feel more helpless and to worry more about their children during adolescence than at any other time. [LeShan, 1973] Parents need to adjust constantly as their children progress from infancy to adolescence to adulthood. This adjustment can be disturbing and difficult for the middle-aged individual to make. [Bischof, 1969]

Career plateau.

The middle years can also be the time when work careers peak or reach a plateau. [Atchley, 1972] Retirement begins to be recognized as a reality. There is growing awareness that some goals may be unattainable. Men in particular tend to perceive a close relationship between the life-line and the career-line, and when there is a disparity between career expectations and career achievements it adds to a heightened awareness of age. [Neugarten, 1967] Fewer options are usually available to middle-aged individuals; they may find themselves losing out to younger people. It may also become necessary to readjust some important career goals. For persons (generally males, up to now) for whom work has been a major part of their identity, the reality of retirement implies a major role shift and may involve a painful adjustment.

Marriage situation.

The middle-age years also have some important implications for the marriage situation. The advent of the "empty nest" may mark the first time in years that husband and wife are alone together. They may have to face some unfinished business left over from earlier years. Middle age does not necessarily generate new problems but may bring to awareness problems that have been ignored in the hustle bustle of child rearing and the pursuit of a career. One striking contrast between husband and wife in the middle years is his sense of staleness compared to her feeling of unboundedness. There seems to be mounting strong-mindedness and a movement toward independence in the wife past 35. This occurs at the same time that there are stirrings of emotional vulnerability in the husband. [Sheehy, 1976] Along with the implications that this has for the middle-aged couple, it may also be necessary for them to adjust to their mate's new social role — perhaps that of retiree rather than business executive or that of a career woman instead of a housewife. [LeShan, 1974]

Reality of death.

Probably one of the most painful and difficult awarenesses of middle age is that death is no longer a ridiculous abstraction. The middle adult years are usually the time of a person's first experience with the death of a parent. [LeShan, 1974] The circle of friends and relatives begins to be broken by death and there is increasing anxiety over the loss of one's mate. Middle-aged women rated fear of widowhood as one of their greatest concerns at this time. [Neugarten, 1968] Death touches middle-aged persons closely which may result in feelings of anxiety and vulnerability.

In summary:

Middle age is a period of heightened introspection and a time for the restructuring of experience. The reassessment of self is a prevailing theme throughout this period. Partially this involves the integration of new information into what is already known. [Neugarten, 1967] Middle age, then, is one of the important developmental stages that occurs during the life span. It is a unique time in life — like adolescence and other stages in the life cycle — and it has its own special needs and challenges. Like most periods of growth and change it can be stressful, but as in adolescence the middle-aged adult makes an individual response to the developmental changes, and crisis need not occur.

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RELATIONSHIP BETWEEN THE AGES

Few researchers have explored these two developmental stages side by side, yet this is how they occur within the family structure. Comparison and contrast of middle age and adolescence bring areas of tension and potential conflict to light. Both the adolescent and the middle-aged adult fear that life may be meaningless, feel a sense of despair about limitations and a sense of helplessness about the future. Because middle age tends to be accompanied by many of the same feelings that accompany adolescence, this period of development is sometimes called "middlescence." Middlescence can be seen as an opportunity to continue on with the identity crisis of the adolescent period. Both parent and adolescent may be going through the same developmental tasks but on somewhat different levels. While the adolescent seeks to discover a "self" and establish independence from the family, the parent too needs to separate himself from preoccupation with the family so that he can find a new "self." In a setting where both middlescence and adolescence are occurring simultaneously, it is a time of new beginning for the whole family. [Kimmel, 1974] This new beginning can be a time of anxiety, impatience, frustration and misunderstanding. As such it carries with it the potential for conflict. Perhaps Arthur Johnson describes this situation best when he says

> . . Adolescence hits parents at a time when they are probably feeling less confident and more compromised by life. The middle-aged parent, whose idealism about life and contribution to it has been dissipated, cannot strongly reinforce the self concept of a somewhat insecure young person whom he may subtly envy. Someone has very aptly described this as the clash of inferiority complexes. [Dialogue on Youth, 1970, p. 17]

Thus the parent who is reshaping his own self concept and undergoing major changes in lifestyle may not have the physical or the psychic energy to guide and reassure his adolescent child. The adolescent may feel misunderstood, shut out, not cared for. The behavior which stems from these feelings may trigger reactions from the parents. The result is a vicious circle of misunderstandings and resentment.

For most individuals middle age does tend to arrive at the same time as the adolescence of their children. While parents are faced with the child's defiance and rebellion and with the awareness that the child is now a sexual being bursting with life, they may concurrently be facing the anxiety that comes with getting gray and more easily tired, accompanied perhaps by concern about the status and the future of their own sex life. While the adolescent has many choices before him and can make what he wants of his life, the parents are becoming increasingly and explicitly aware of unfulfilled dreams, mistaken decisions and choices, things left undone. When life seems to be just opening up for the adolescent, it seems to be starting to close off for the parents. [LeShan, 1973] The adolescent possesses the kinds of things society values while the middle-aged parent is losing them. Whether the parents' realization of differences is conscious or not, it usually is accompanied by "inevitable feelings of jealousy and rivalry" directed at the adolescent. LeShan suggests that if adults are able to rethink the meaning of the middle years this may help lessen the conflict with their adolescent children. If adults can understand themselves better and come to value the growth and change that is taking place in their lives, they may see that lots of feelings associated with the behavior of their children really have to do with their feelings about self. [LeShan, 1973] With this understanding, they can deal openly with what is happening within them and not direct so many of their tensions and frustrations at others, particularly their adolescent children.

Conflict with the adolescent may also crop up within the family because parents find it difficult to face the implications of their children's adolescence. For middle-aged parents, parenthood is on the wane; it is a frightening time for those who have invested everything in the family. Many adults feel threatened, too, by the young person's questioning of and struggle against authority and by youth's disdain of so many things that parents value. The current generation of adults who are in their middle years has been characterized as having lived to please others and as having been made to feel responsible for the problems of their children. [LeShan, 1973] Therefore they often expect their adolescent children to please them as they pleased their own parents. This makes for all kinds of possible misun-

derstandings and conflicts. It has also been suggested that it is difficult for middle-aged parents to let go of their adolescent children because of guilt feelings that they have failed as parents. These feelings can result in their hanging on to their children or being overprotective. This in turn may generate resentment on the part of the adolescent and may contribute to feelings such as not being trusted or not being considered capable of handling various situations.

Another development that might affect the current generation of middle-aged adults is the Women's Liberation Movement. It is disturbing for the middle-aged woman to be told that she has wasted her life. The Women's Movement can be seen by these middle-aged adults as an attack on the roles and attributes they have always thought of as satisfying. [LeShan, 1973] A mother may begin to feel some resentment toward her adolescent daughter who is free to make decisions and who has many choices available to her. Also, a mother may feel somewhat cheated. These feelings may manifest themselves in conflict between mother and adolescent daughter.

It is not easy for parents to deal with all the problems and challenges of middle age at the same time that their children seem to like them the least and are making devastating judgments of their shortcomings [LeShan, 1973] Likewise it is not easy for adolescents who are undergoing rapid growth and change to deal with their problems and establish an identity at a time when their parents are unable or unwilling to give them the support and guidance they may need.

Only a small dimension of the complex interaction between the two developmental levels of adolescence and middlescence has been presented here. This discussion is intended only to awaken some sensitivity to the factors that may lead to a crisis within the family. However, it may very well be that tension between parent and child is necessary for the continued growth and development of both individuals. And, while this interaction may generate a potential crisis through misunderstanding and conflict, it may also result in a sharing and a greater understanding of one another. Therefore it need not result in a serious crisis or a breakdown in family relations.

IMPLICATIONS AND QUESTIONS FOR RESEARCH

This treatment of adolescence, middle age, and their interaction within a family structure generates a number of implications for those involved in youth work and/or family dynamics as well as for those involved in research. *Only a few of the major implications are discussed here.*

First — if nothing else, this compilation of information provides a more complete picture of the adolescent's world than was available before looking closely and explicitly at the parents. It also provides a more extensive view of the family and the interaction between parents and adolescents. When both sides are taken into account it is easier to understand the relationship and its potential for conflict. Youth workers sometimes find it easy to blame parents or to identify a parent as the "bad guy" in an unstable family situation. The data presented point out areas of stress for parents and suggest that instead of blaming parents, compassion and understanding should be shown for their positions. With further research and more information it may become possible to anticipate problems in a family before they occur.

Second — instead of dealing only with the adolescent in a crisis situation, it may also be necessary to deal with the parents. Since the interaction between parents and the adolescent can have both negative and positive effects, one upon the other, it would seem most effective to deal with all persons involved in or touched by the crisis. Some form of family therapy is implied here. However, while family therapy may be a good route to go, it presently is not a viable alternative for many families in crisis — because of the cost, the stigma attached to counseling, etc.

Third — it is necessary to be as concerned about adults as about children and adolescents. It seems important to recognize that adults have problems, to help them identify these problems, and to provide the means for working them through. This requires promotion of an atmosphere of growth and change where adults are allowed to experience and acknowledge their discomfort with "self" or

th their lifestyle and where help and understanding are available.

Fourth — some type of education about the developmental aspects of life might be helpful. Middle-aged adults often are unaware of, or deny any struggle with, growth and change in their lives. Parents are generally expected to understand that their adolescent child is going through difficult times but very few adolescents realize that their parents may be struggling with problems, too. A mutual awareness of the total situation may promote an understanding and a tolerance that will help foster growth in both the parents and the adolescent.

Fifth — and perhaps most important, much still is not known and much research needs to be done before all the bits and pieces of present knowledge can be effectively integrated. In some areas (mostly in adult development) research is hampered by problems with the availability and willingness of subjects and by the inadequacy of measurement techniques and interpretation. [Bischof, 1969] Though some cross-sectional studies are available, much of what we need to know can be learned only from good longitudinal studies. [Neugarten, 1968] There are, of course, all kinds of problems associated with longitudinal research — whether it be prospective or retrospective — but the area of family interaction seems important enough to warrant taking the necessary time and trouble.

In terms of specific research, one of the first areas to look at pertains to the individual aspects of both adolescence and middle age. Some information is already available but there is still much to be learned, particularly in the area of middle age. Among the major questions are: Why are these stages of adolescence and middle age a crisis period for some and not for others? What determines how critical the transition period will be for an individual? Is it determined by individual characteristics such as the person's means of coping with stress, his prior experience with tension and stress, etc., or is it determined more by the individual's family environment and its specific characteristics? It seems likely that an interaction will be found between these two variables which determines how difficult a period middle age and adolescence will be. However, if specific characteristics of the individual and specific characteristics of the family that contribute to the making of a crisis situation can be identified, researchers will be in a position to begin to consider possible preventive measures for some serious family problems.

Intuitively, it has been assumed that interaction between individuals in the two different developmental stages of middle age and adolescence can have both negative and positive effects on each. However, very little research or information is available which indicates to what degree one affects the other or which shows empirically that one actually does have significant effects on the other. Research is needed to investigate the specific characteristics involved in parent-adolescent relationships. Are there different specific characteristics in families who are having serious difficulty vs. those who do not have problems? Does the degree and/or quality of the relationship between parents and adolescents differ for those adolescents who are having serious difficulty vs. those who do not? How does it differ? Is it degree, is it quality, or is it some other variable?

Will some type of education or information-giving about the developmental aspects of the entire life cycle help promote self-understanding and perhaps understanding and tolerance within the family? Cognitively, the adolescent is at a point where he can understand parental positions and points of view. How would the adolescent make use of the information about his parents' sources of tension and stress? Would it make any difference in the family interaction? Would an understanding of adult development as a normal and unavoidable process help the middle-aged individual be more comfortable with his changing "self" and make it less of a period of turmoil?

We have viewed "middlescence" as having some significant implications in terms of family interaction. We may also want to explore the implications for the middle-aged educator or youth worker and their interactions with adolescents.

And finally, how do we approach prevention and intervention? We need to identify specific characteristics of the family interaction before we can anticipate serious problems. Once we can identify these characteristics, how do we go about prevention? What kinds of intervention do we use in order to prevent the occurrence or recurrence of problems? What kinds of intervention will succeed in helping those involved in a crisis situation?

These are just a few of the questions for which better understanding is needed. Any research takes time and involves some difficulties and problems. Research in the area of family interaction is accompanied by many such difficulties. At times it may seem impractical if not impossible. Perhaps getting the "answers" is not as important as simply letting the questions underscore awareness of the areas in which knowledge is lacking. In any case — holding family interaction and the individual aspects involved to be very important — it obviously is essential to continue to question and to try to find answers that will advance knowledge and understanding.

SUMMARY

In conclusion, both adolescence and middle age are seen as critical developmental periods, each of which has its own problems and concerns. Both stages are characterized by growth and change which can precipitate a crisis period depending upon the individual's response. These two developmental stages interact within the context of the family and this interaction may result in negative and/or positive experiences for the individual. Because the family is viewed as an important part of the life of both the adolescent and the middle-aged parent, the possible consequences of this interaction carry with them many important implications for those concerned. Present knowledge serves only as a beginning in helping to understand the entire life cycle as a process of development and change. It also serves only as a beginning in helping to understand the discontinuities between the generations and the areas of potential problems and stress in the family. Much research is needed for many questions are as yet unanswered. It is hoped that increasing knowledge in these areas will enable individuals to accept change in themselves and to understand and respect themselves while in transition. This is the first step in beginning to understand and respect others who are also undergoing growth and change, whether they be one's adolescent children, one's parents, or one's peers.

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WORKSHEET: RULES AND LIMITS IN MY FAMILY

1. RULES	2. PRIORITY RANKING	3. NEGOTIABLE OR NON-NEGOTIABLE

Directions:

1. List the areas where rules and limits are most likely to provoke conflict between you and your adolescent.

2. Rank the area you think is most important as 1, the next as 2, and so forth on down your list.

3. Starting with your number one (most important) item, decide if the limits in that area are negotiable between you and your teen or if the limits are non-negotiable. Use the following guidelines in making that decision.

Non-negotiables: Issues that arise from concerns about physical and emotional safety and areas of strongly held family values. The fewer non-negotiables you have, the more attention your teen will pay to them.

Negotiables. Tasks and behaviors that you expect, such as curfews, household responsibilities, dress, and homework, but that you can mutually define in terms of the specifics of level of performance, frequency, etc.

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GUIDELINES FOR ESTABLISHING RULES AND LIMITS WITH YOUNG ADOLESCENTS

1) Clarify which rules and limits are negotiable and which are non-negotiable.

2) Have as few non-negotiable rules as possible.

3) Involve adolescents in making decisions about rules and limits that you, your adolescent, and the rest of your family can live with.

4) Have logical, sound reasons for all rules and limits, and be willing to explain these reasons to your adolescent in a nondefensive manner. Expect to be challenged and questioned.

5) Rules, limits, and consequences should hold adolescents responsible for their own behavior.

6) When rules and limits are broken, do not convey the message that the adolescent is a failure. Use the occasion as an opportunity for learning. But do not excuse or ignore unacceptable behavior.

7) All rules and limits should be realistic and attainable. Consider the needs, abilities, and concerns of both your adolescent and yourself when establishing rules. Also consider your unique family situation.

8) Rules and limits should be open for discussion and change as your adolescent accepts more responsibility and requests more independence, or as your family situation changes.

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SIGNS OF SERIOUS DISTURBANCE

Some adolescent behavior, while irritating or worrisome to parents, is not dangerous for the teenager. Other behavior, however, if intense and persistent, can be a sign of deeper and more severe problems with serious consequences for the teenager's well-being. Serious disturbance, evident only in about 20% of all adolescents, rarely appears for the first time in adolescence. Most families need professional help to deal with the problems. The following are some signs of emotional disturbance in adolescents:

1) The adolescent is withdrawn for long periods of time and shows no interest in others.

2) The adolescent has no friends of the same age and is not integrated into a peer group.

3) The adolescent is docile, never acts independently, never initiates activities.

4) The adolescent continually runs away from home or school.

5) The adolescent frequently gets into fights and physically abuses others.

6) The adolescent engages in indiscriminate sexual activity with a number of partners.

7) The adolescent is often drunk or under the influence of drugs.

8) The adolescent loses a dangerous amount of weight out of excessive concern for appearance.

A young person who exhibits these behaviors will not stop or change as a result of lectures, stricter rules, or punishment. Professional help may be necessary.

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ALCOHOL AND DRUG USE AMONG YOUNG ADOLESCENTS:
WHAT YOU CAN DO

1) Recognize that alcohol and drug use among adolescents must be considered within the context of our society. The quick fix ("I need a martini to relax before dinner."), the escape from discomfort ("Sleeping pills help me relax so I don't toss and turn."), and the desirability of social lubricants ("You need all the gusto you can get."), are widely accepted and deeply ingrained in our society. Monitor your own substance use and the messages you relay to your child through behavior and comments. Be a good model.

2) Learn as much as you can from reliable sources about the effects of alcohol and different drugs and about the local drug scene. Beware of sensationalized or poorly documented resources.

3) Talk with your child about what you are learning. Expect him/her to know as much or more than you know, although sources may vary in reliability. Expect questions about "facts" and some disagreements about opinions.

4) Be explicit about your expectations and rules. Expect challenges to some rules and respond openly with explanations of why the rules are important. Be clear about which rules are negotiable and which are non-negotiable, carefully selecting a few non-negotiables and then enforcing them. A curfew can be negotiated for a special event, going to a party where there is no adult is not negotiable. Public drinking and all drug use is not negotiable.

5) Talk to your young adolescent about making decisions about substance use, about peer pressure, and about media messages. The precedent for such discussion has been set by the kind of relationship you and your child have developed to this point. If you have a younger child, start now.

6) Examine your family interactions. Do you listen to your child? Do you demonstrate your love, pride, and concern? Do you respect your adolescent's growing sense of self and autonomy? Do you treat your child with respect and trust? Can you talk to each other about things that are really important?

7) Understand the normal changes your child will experience during adolescence. Encourage growth towards maturity and striving for independence, while continuing to provide the guidance, limits, and affection your child needs from you.

8) Know the parents of your child's friends and classmates. Talk about the local drug scene. Communicate about rules and keep messages among adults clear in order to limit peer pressure ("David's mother lets him ...").

9) Form a support group of parents and other concerned adults to help each other and your community -- especially the schools -- deal with drug-related behavior.

10) Work in your community to develop well-supervised alternative activities that are fun, stimulating, and appealing for young adolescents. Involve young people as well as community agencies in surveying activities in which young adolescents currently participate and in developing new activities.

11) Forget the myth that young adolescents do not like, respect, or want to be with adults. While peers are increasingly important, adolescents still depend on adults for affection, guidance, a sense of identity and self-esteem, and help in solving big problems.

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SUICIDE AMONG ADOLESCENTS: EARLY WARNING SIGNS

Suicide among adolescents has tripled over the past 20 years. The reasons for this increase and the reasons why individual young people attempt suicide are complex and remain open to conjecture. Caring adults can learn to recognize early warning signs which may indicate that an adolescent is considering a self-destructive act. Any single behavior must be interpreted within the broader context of the youth's history and usual behavior. However, it is better to respond to questionable behavior than to ignore behavior because you are not certain it is a warning sign.

Early Warning Signs

1) Direct suicide threats or comments such as "I wish I were dead." "My family would be better off without me." "I have nothing to live for."

2) A previous suicide attempt, no matter how minor. Four out of five people who commit suicide have made at least one previous attempt.

3) Preoccupation with death in music, art, and personal writing.

4) Loss of a family member, pet, or boy/girl friend through death, abandonment, break-up.

5) Family disruptions such as unemployment, serious illness, relocation, divorce.

6) Disturbances in sleeping and eating habits and in personal hygiene.

7) Declining grades and lack of interest in school or hobbies that had previously been important.

8) Drastic changes in behavior patterns, such as a quiet, shy person becoming extremely gregarious.

9) Pervasive sense of gloom, helplessness, and hopelessness.

10) Withdrawal from family members and friends and feelings of alienation from significant others.

11) Giving away prized possessions and otherwise "getting their affairs in order."

12) Series of "accidents" or impulsive, risk-taking behaviors. Drug or alcohol abuse, disregard for personal safety, taking dangerous dares.

What To Do

1) Ask direct, straightforward questions in a calm manner. "Are you thinking about hurting yourself?"

2) Assess the seriousness of the suicidal intent by asking questions about feelings, important relationships, who else the person has talked with, and the amount of thought given to the means to be employed. If a gun, pills, rope, or other means has been procured and a specific plan has been developed, the situation is very dangerous. Stay with the person until help arrives.

3) Listen and be supportive, without giving false reassurances.

4) Encourage the young person to get professional help and assist the person in doing so.

What Not To Do

1) Do not ignore warning signs.
2) Do not refuse to talk about suicide if a young person approaches you.
3) Do not react with horror, disapproval, or repulsion.
4) Do not offer false reassurances ("Everything will be all right.") or platitudes and simple answers ("You should be thankful for...").
5) Do not abandon the young person after the crisis has passed or after professional counseling has begun.

Some Recommended Reading on Adolescent Suicide

Klagsbrun, Frances. Too Young to Die: Youth and Suicide. Boston, MA: Houghton Mifflin, 1976.

Mack, John, and Holly Hickler. Vivienne, The Life and Suicide of an Adolescent Girl. Boston, MA: Little, Brown & Co., 1981.

McKenry, Patrick C., Carl L. Tischer, and Karen L. Christman. "Adolescent Suicide and the Classroom Teacher." Journal of School Health, 50 (1980), 130-132.

O'Roark, Mary Ann. "The Alarming Rise in Teenage Suicide." McCall's, January 1982, pp. 14-22, 120.

Suicide Prevention and Crisis Center of San Mateo County, California and the American Association of Suicidology. Suicide in Youth and What You Can Do About It: A Guide for School Personnel. Available from Health Information Services, Merck, Sharp & Dohme, West Point, PA 19486. A guide for students is also available.

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LIVING WITH 10- TO 15-YEAR-OLDS

Evaluation Form

A. THE CONFERENCE AS A WHOLE

Please check the number which best expresses your reaction on each of the following items.

1. The quality of the material presented was:
(inferior) __1 __2 __3 __4 __5 (superior)

2. The subject matter presented was:
(too simple) __1 __2 __3 __4 __5 (too complicated)

3. The coverage of the subject was:
(inadequate) __1 __2 __3 __4 __5 (adequate)

4. Considering the content of the conference, the mode of instruction was:
(very ineffective) __1 __2 __3 __4 __5 (very effective)

5. The time allowed to ask questions or to seek clarification was:
(too short) __1 __2 __3 __4 __5 (too long)

6. Considering the amount of material covered, the time allotted for each session was
(too short) __1 __2 __3 __4 __5 (too long)

7. I expect to find this conference:
(not at all useful) __1 __2 __3 __4 __5 (highly useful)

8. The facilities in which the conference was held were:
(very poor) __1 __2 __3 __4 __5 (excellent)

9. Overall, I consider this conference:
(very poor) __1 __2 __3 __4 __5 (excellent)

10. Describe the strongest feature of the conference.

11. Describe the weakest feature of the conference.

12. What changes would you like to suggest regarding the conference?

13. What do you perceive to have been the overall purpose of the conference in terms of content?

14. What do you feel you will be able to do now that you have attended this conference that you could not have done before?

B. THE WORKSHOP LEADERS

The sponsors and leaders depend on your feedback to improve future conferences. Please provide constructive criticism to help them, pointing out their weaknesses as well as praising their strengths. Please answer the following questions for each session you attended.

I. KEYNOTE ADDRESS

1. The leader's knowledge of the subject was:
(very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
(very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
(very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

II. WORKSHOP A: Family Life With Young Adolescents

1. The leader's knowledge of the subject was:
(very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
(very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
(very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

III. WORKSHOP B: Establishing Rules and Limits With Young Adolescents

1. The leader's knowledge of the subject was.
(very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
(very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
(very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

IV. WORKSHOP C: Problem Areas: When Do I Need to Worry?

1. The leader's knowledge of the subject was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

VII. Recommended Reading

Living With 10- to 15-Year-Olds

Three bibliographies are included here: one for parents, one for professionals, and one for young adolescents. These bibliographies are not intended to be a comprehensive list of materials concerning family life. Instead, the items listed were selected because they are among the best resources that deal with family life concerns of young adolescents and their parents.

It is recommended that copies of the bibliographies be made available to conference participants. The Center for Early Adolescence grants permission to the conference sponsor to reproduce these bibliographies for distribution at the conference "Living With 10- to 15-Year-Olds." They may not be reproduced for any other purpose.

WHAT PARENTS NEED TO KNOW ABOUT EARLY ADOLESCENCE
RECOMMENDED READING

Family Life

Bienvenu, Millard J., Sr. Parent-Teenage Communication. Public Affairs Pamphlet No. 438. New York: Public Affairs Committee, 1969. (20 pp.)

Buntman, Peter H., and Eleanor M. Saris. How to Live With Your Teenager. Pasadena, CA: The Birch Tree Press, 1979.

Comer, James P., and Alvin F. Poussaint. Black Child Care. New York: Pocket Books, 1975.

Elkind, David. The Hurried Child: Growing Up Too Fast, Too Soon. Reading, MA: Addison-Wesley, 1982.

Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

Fine, Louis I. After All We've Done for Them: Understanding Adolescent Behavior. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Ginott, Haim. Between Parent and Teenager. New York: Avon, 1971.

Gould, Shirley. Teenagers: The Continuing Challenge. New York: Hawthorn Books, 1977.

Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

Hill, Margaret. Parents and Teenagers. Public Affairs Pamphlet No. 490. New York. Public Affairs Committee, 1973. (24 pp.)

Lipsitz, Joan. "Adolescent Development: Myths and Realities." Children Today, 8, No. 5 (1979), pp. 2-7.

Satir, Virginia. Peoplemaking. Palo Alto, CA: Science and Behavior Books, 1972.

Schowalter, John E., and Walter R. Anyan. The Family Handbook of Adolescence. New York: Alfred A. Knopf, 1979.

Sheehy, Gail. "The Crisis Couples Face at 40." McCall's, May 1976.

Smith, Barbara. "Adolescent and Parent: Interaction Between Developmental Stages." Center Quarterly Focus. St. Paul, MN: Center for Youth Development and Research, Fall 1976.

Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1980.

Special Concerns

Alibrandi, Tom. Young Alcoholics. Minneapolis, MN: CompCare Publications, 1978.

Bayard, Robert T., and Jean Bayard. How to Deal With Your Acting-Up Teenager: Practical Self-Help for Desperate Parents. San Jose, CA: Accord Press, 1981.

Calderone, Mary S., and Eric W. Johnson. The Family Book About Sexuality. New York: Harper & Row, 1981.

DO IT NOW Foundation, an organization that provides factual information on drug and chemical abuse, publishes many excellent pamphlets. For a list write: DO IT NOW Foundation, Institute for Chemical Survival, P.O. Box 5115, Phoenix, AZ 85010.

Felker, Evelyn. Raising Other People's Kids. Grand Rapids, MI: William B. Eerdmans, 1981.

Gordon, Sol, and Irving Dickman. Schools and Parents--Partners in Sex Education. Public Affairs Pamphlet No. 581. New York: Public Affairs Committee, 1980. (28 pp.)

Gordon, Sol, and Irving Dickman. Sex Education: The Parent's Role. Public Affairs Pamphlet No. 549. New York: Public Affairs Committee, 1977. (28 pp.)

Hofstein, Sadie. Talking to Preteenagers About Sex. Public Affairs Pamphlet No. 476. New York: Public Affairs Committee, 1972. (24 pp.)

Koestler, Frances. Runaway Teenagers. Public Affairs Pamphlet No. 552. New York: Public Affairs Committee, 1977. (28 pp.)

Moses, Donald A., and Robert E. Burger. Are You Driving Your Children to Drink? Coping With Teenage Alcohol and Drug Abuse. New York: Van Nostrand Reinhold, 1975.

Oettinger, Katherine B. "Not My Daughter": Facing Up to Adolescent Pregnancy. Englewood Cliffs, NJ: Prentice-Hall, 1979.

Scanzoni, Letha. Sex Is a Parent Affair. Glendale, CA: Regal Books, 1973. (Note: To be reissued by Bantam.)

Schwarz, Meg. TV and Teens: Experts Look at the Issues. Reading, MA: Addison-Wesley, 1982.

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FAMILIES WITH YOUNG ADOLESCENTS.
READING FOR PROFESSIONALS

General Reading

Blehar, Mary. "Married Women: Work and Family." Families Today. Vol. 1. Rockville, MD: NIMH, 1979, pp. 365-386.

Blehar, Mary. "Working Couples as Parents." Families Today. Vol. 1. Rockville, MD: NIMH, 1979, pp. 299-322.

Comer, James P., and Alvin F. Poussaint. Black Child Care. New York. Pocket Books, 1975.

Corfman, Eunice. "Married Men: Work and Family." Families Today. Vol. 1. Rockville, MD: NIMH, 1979, pp. 387-412.

Elkind, David. The Hurried Child: Growing Up Too Fast, Too Soon. Reading, MA: Addison-Wesley, 1982.

Gould, Robert. "Adult Life Stages: Growth Toward Self-Tolerance." Psychology Today, February 1975.

Lefstein, Leah M., William Kerewsky, Elliott A. Medrich, and Carol Frank. 3:00 to 6:00 P.M.: Young Adolescents at Home and in the Community. Carrboro, NC: Center for Early Adolescence, 1982.

Medrich, Elliott A. The Serious Business of Growing Up: A Study of Children's Lives Outside of School. Berkeley, CA: University of California Press, 1982.

Satir, Virginia. Peoplemaking. Palo Alto, CA: Science and Behavior Books, 1972.

Sheehy, Gail. "The Crisis Couples Face at 40." McCall's, May 1976.

Simmons, Roberta G., et al. "Entry into Early Adolescence: The Impact of School Structure, Puberty, and Early Dating on Self-Esteem." American Sociological Review, 44 (1979), 948-967.

Skinner, Denise A. "Dual-Career Family Stress and Coping: A Literature Review." Family Relations, 29, No. 4 (1980).

Smith, Barbara. "Adolescent and Parent: Interaction Between Developmental Stages." Center Quarterly Focus. St. Paul, MN: Center for Youth Development and Research, Fall 1976.

Sommer, Barbara Baker. Puberty and Adolescence. New York: Oxford University Press, 1978.

Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1980.

Tanner, J.M. "Sequence, Tempo, and Individual Variation in the Growth and Development of Boys and Girls Aged Twelve to Sixteen." Daedalus, 100, No. 4, (1971), 907-930.

Voydanoff, Patricia. "Work Roles as Stressors in Corporate Families." Family Relations, 29, No. 4, (1980).

Special Concerns

Alibrandi, Tom. Young Alcoholics. Minneapolis, MN: CompCare Publications, 1978.

Calderone, Mary S., and Eric W. Johnson. The Family Book About Sexuality. New York: Harper & Row, 1981.

Gordon, Sol, Peter Scales, and Kathleen Everly. The Sexual Adolescent: Communicating With Teenagers About Sex. North Scituate, MA: Duxbury Press, 1979.

Schwarz, Meg. TV and Teens: Experts Look at the Issues. Reading, MA: Addison-Wesley, 1982.

Tessler, Dianne Jane. Drugs, Kids, and Schools: Practical Strategies for Educators and Other Concerned Adults. Santa Monica, CA: Goodyear, 1980.

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RECOMMENDED READING FOR YOUNG ADOLESCENTS

Fiction

Blume, Judy. *It's Not the End of the World*. New York: Bradbury, 1972.

Sisters adjust to their new life following their parents' divorce.

Colman, Hila. *Diary of a Frantic Kid Sister*. New York: Crown, 1973.

Life in general (and parents, in particular) are unfair when you are 11 years old with a glamorous 15-year-old sister.

Danziger, Paula. *Can You Sue Your Parents for Malpractice?* New York: Delacorte, 1979.

Funny, realistic story of a girl's search for her identity despite what she feels are overwhelming odds.

Donovan, John. *I'll Get There. It Better Be Worth the Trip*. New York: Harper & Row, 1969.

A young boy rebuilds his life after a death in his family.

Greene, Constance. *A Girl Called Al and I Know You Al*. New York: Viking Press, 1969.

Alexandra has to cope with being overweight and her parents' divorce. She then comes to terms with her father's remarriage.

Greenfield, Eloise. *Sister*. New York: Thomas Y. Crowell, 1974.

A black family's chronicle of joys and sorrows as told by 13-year-old Dorothea.

Lowry, Lois. *A Summer to Die*. Boston, MA Houghton Mifflin, 1977.

Thirteen-year-old Meg learns to accept the fact that her older sister is dying.

Pevsner, Sheila. *And You Give Me a Pain, Elaine*. New York: Seabury Press, 1978.

A 13-year-old resents her parents' concern for her troublemaking older sister, Elaine.

Nonfiction

Berger, Terry. *How Does It Feel When Your Parents Get Divorced?* New York: Julian Messner, 1977.

A 12-year-old girl tells the story of her parents' divorce and her reactions to it.

Bernstein, Joanne E. Loss and How to Cope With It. New York: Seabury Press, 1977.

What it feels like when someone you know or love dies.

Gardner, Sheldon, and Gwendolyn Stevens. The Care and Cultivation of Parents. New York: Julian Messner, 1979.

How one copes with the adults in one's life.

Gilbert, Sara. How to Live With a Single Parent. New York: Lothrop, Lee & Shepard, 1982.

Commonsensible advice for young people about special problems faced in one-parent households.

Hyde, Margaret O. My Friend Wants to Run Away. New York: McGraw-Hill, 1979.

Simply written exploration of the problem and possible solutions.

Kalb, Jonah, and David Viscott. What Every Kid Should Know. Boston, MA Houghton Mifflin, 1976.

Practical advice on working out conflicts with family and friends.

Krementz, Jill. How It Feels When a Parent Dies. New York: Alfred A Knopf, 1981.

Eighteen young people talk candidly about the continuation of their lives after losing a parent.

Le Shan, Eda. Learning to Say Good-Bye: When a Parent Dies. New York: Macmillan, 1976.

For children dealing with the death of a parent.

Rofes, Eric, ed. The Kids' Book of Divorce: By, For and About Kids. Lexington, MA: Lewis Publishing, 1981.

Twenty young adolescents explain how divorce has affected their lives.

From: "Living With 10- to 15-Year-Olds," A Planning Guide for a one-day Conference.

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PARENTS AND YOUNG ADOLESCENTS: TALKING ABOUT SEX

developed by

Gayle Dorman and Dick Geldof
of
The Center for Early Adolescence
The University of North Carolina at Chapel Hill

in collaboration with

The Mental Health Association in North Carolina

and

The National Mental Health Association

Parents and Young Adoescents: Talking About Sex

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ENCLOSURES

"Adolescent Development: Myths and Realities" by Joan Lipsitz . . . inside cover

"Adolescent and Parent: Interaction Between Developmental Stages" by Barbara Smith . . . . . inside cover

How to Talk to Your Teenagers About the Facts of Life by Planned Parenthood Federation of America . . . . . inside cover

"Sexual Development of Young Adolescents" by Joan Lipsitz . . inside cover

Understanding Early Adolescence: A Framework by John P. Hill . . inside cover

Understanding Families With Young Adolescents by Laurence D. Steinberg . . . . . inside cover

I. PURPOSE AND GOALS

"Parents and Young Adolescents: Talking About Sex"

Purpose

This conference will provide participants with a basic understanding of healthy adolescent development (ages 10 to 15), with an emphasis on puberty and sexual development. Participants will obtain the skills and knowledge necessary to educate their own adolescents about sex.

Goals

Participants will:

- understand the normal physical, intellectual, and socio-emotional development of young adolescents;
- define the role of parents in the sex education of young adolescents,
- understand their own attitudes regarding sexuality and recognize how these attitudes affect young adolescents;
- be aware of resources and information on healthy sexual development and the concerns of young adolescents;
- learn methods of communicating with young adolescents about sexuality.

Audience

The conference is primarily for parents of 10- to 15-year-olds. However, professionals such as teachers and youth workers, as well as volunteers with the Scouts, 4-H, and religious youth groups, will find the conference beneficial.

The workshops are designed for between 10 and 20 participants. Alterations in scheduling and in activities may be necessary for fewer or more participants.

II. KEYNOTE ADDRESS

"Parents and Young Adolescents: Talking About Sex"

Purpose

To provide an overview of the normal, healthy development of 10- to 15-year-olds in three domains: physical/sexual, cognitive, and socio-emotional. Emphasis will be placed on puberty, young adolescents' emerging sexuality, and parents' roles in the sex education of their children.

Objectives

Participants will:

- gain an understanding of the physical/sexual, cognitive, and socio-emotional development of young adolescents,
- understand the diversity and variability found in normal, healthy adolescent development,
- reflect upon their role in the sex education of their children.

Time

45 minutes.

Materials and Equipment

As requested by speaker.

Note to the Speaker

The information contained in the monographs and brochures listed on the next page under "Recommended Reading" should be incorporated into your presentation. You should address the parent's role as a source of information and values about sex and sexuality. It is important to remind the group that while peers do take on an increasing role in a young adolescent's life, the parent remains a crucially important person. Despite opinion to the contrary, most young adolescents respect and depend upon their parents for guidance, advice, and limits. Discussion of why sex is such a difficult subject for parents and children to talk about and some pointers for parents should also be included.

As a professional with expertise in this area and as an experienced speaker, you will probably adapt this information to fit your personal style. Remember, however, that it is your

responsibility to fulfill the purpose and objectives of the session by presenting the content outlined. If you alter or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your speech with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Recommended Reading for the Speaker

Gordon, Sol, Peter Scales, and Kathleen Everly. The Sexual Adolescent: Communicating With Teenagers About Sex. North Scituate, MA: Duxbury Press, 1979.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

Hofstein, Sadie. Talking to Preteenagers About Sex. Public Affairs Pamphlet No. 476. New York: Public Affairs Committee, 1972. (24 pp.)

*How to Talk to Your Teenagers About the Facts of Life. Rev. ed. New York: Planned Parenthood Federation of America, 1981. (23 pp.)

*Lipsitz, Joan. "Adolescent Development: Myths and Realities." Children Today, 8, No. 5 (1979), pp. 2-7.

*"Sexual Development of Young Adolescents." Reprint of speech by Joan Lipsitz. Carrboro, NC: Center for Early Adolescence, 1980.

*Smith, Barbara. "Adolescent and Parent: Interaction Between Developmental Stages." Center Quarterly Focus. St. Paul, MN: Center for Youth Development and Research, Fall 1976.

*Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro , NC: Center for Early Adolescence, 1980.

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*A copy of this publication is included in the planning guide.

III. WORKSHOP A

"Parental Attitudes and Adolescent Sexuality"

Purpose

To help participants understand their own values and attitudes regarding the sexual development of young adolescents, how values and attitudes are formed, and how they can help children form healthy attitudes about sexuality.

Objectives

Participants will:

- reflect upon their attitudes about sexuality and how those attitudes were formed;
- reflect upon their attitudes about their young adolescents' emerging sexuality;
- state the attitudes they want their young adolescents to develop;
- understand the factors that influence their young adolescents' attitudes toward sexuality;
- understand ways in which they can help their children develop healthy attitudes about sexuality.

Time

One hour, 15 minutes:

10 min.	Introduction
15 min.	Structured Exercise: Messages About Sexuality From Parents to Young Adolescents
20 min.	Mini-Lecture/Discussion: How Attitudes Develop
25 min.	HANDOUT/Discussion: How Parents Can Influence Adolescents' Attitudes About Sexuality
5 min.	Closure

Materials and Equipment

Flipchart, newsprint and tape, or chalkboard
Felt-tip markers or chalk
3x5 cards (1 side lined, 1 side unlined)
Pencils

Container for cards
Handout.
How Parents Can Help Young Adolescents
Develop Healthy Attitudes About Sexuality

Note to the Leader

This training outline is intended to provide you with the content and a suggested design for the workshop. As a professional with expertise in this area and as an experienced trainer, you will probably adapt the design to fit your personal style. Remember, however, that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter the design or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your workshop with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Since this workshop deals with the highly personal area of sexual values and attitudes, it is essential that you be open and non-judgmental and encourage the participants to behave likewise. Anticipate how you would handle situations such as self-confession, personal attacks, or withdrawal. Your group leadership and personal interaction skills should create a comfortable, accepting environment for discussion.

Recommended Reading for the Leader

Calderone, Mary S., and Eric W. Johnson. The Family Book About Sexuality. New York. Harper & Row, 1981.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

*"Sexual Development of Young Adolescents." Reprint of speech by Joan Lipsitz. Carrboro, NC: Center for Early Adolescence, 1980.

*Smith, Barbara. "Adolescent and Parent: Interaction Between Developmental Stages." Center Quarterly Focus. St. Paul, MN: Center for Youth Development and Research, Fall 1976.

*Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC Center for Early Adolescence, 1980.

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*A copy of this publication is included in this planning guide.

Activities Outline for Workshop A

Introduction (10 min.)

Introduce yourself as the workshop leader.

Ask the participants to name one word that describes their first thought or feeling when you say the words "adolescent sexuality." Encourage the participants to limit their response to one word. Keep the pace brisk. Close the activity by summarizing the responses and explaining that the purpose of this session is to focus on how our attitudes about our sexuality are formed and how parents can help their children develop healthy attitudes about sexuality.

Structured Exercise (15 min.)

"Messages About Sexuality From Parents to Young Adolescents"

Pass one 3x5 card to each participant. Explain that the cards will be placed in "the hat" and that the writers will remain anonymous. First ask them to write on the unlined side of the card what their parents told them about their sexual development and managing their sexuality during their young adolescent years.

After a minute or two, ask them to turn their cards over and on the lined side write three sentences that sum up the message about sex they would most like to impart to their adolescent son or daughter. Ask them to disregard what others think or what they think others would write and to concentrate on finishing the phrase: IF I WERE COMPLETELY FREE TO TELL MY YOUNG ADOLESCENT WHAT I REALLY BELIEVE ABOUT SEX AND HOW I THINK HE/SHE SHOULD MANAGE HIS/HER SEXUAL BEHAVIOR OVER THE NEXT FEW YEARS, I WOULD SAY THE FOLLOWING THREE THINGS.

Allow people about five minutes to complete their sentences. Ask them to fold their cards in half and place them in "the hat" as it is passed around. Mix up the cards and read several of them to the group, reading first from the plain side (what my parents told me) and then from the lined side (what I want to tell my children). No reaction or comment is needed as you read the cards. Similarities and differences in points of view will be readily apparent.

Summarize by stating that this quick look at their attitudes and their parents' attitudes about adolescent sexuality helps participants to reflect on the differences and similarities between what their parents told them and what they hope to impart to their children. You may also wish to comment on the similarities and differences between the participants' responses to these two questions and the descriptors of "adolescent sexuality" in the introduction. Each person can privately contrast his or her responses with those of others in the group. In addition, the responses of the group as a whole tend to give a reading of the prevailing social norms in the community as represented by these parents.

Mini-Lecture/Discussion (20 min.)

"How Attitudes Develop"

Ask participants to list factors that influenced the development of their attitudes about sexuality. For example, how did their parents communicate the messages they listed on the card in the previous exercise? What other factors influenced their attitudes about sexuality? List these on the flipchart or chalkboard. Add any important additional factors that the participants do not name. Now ask them to list those factors that they believe influence their children's attitudes about sexuality. for example, popular songs, a television program that their adolescents watch on a regular basis, or commercials on television. List these factors next to those factors that had been identified as affecting parents.

Discuss similarities and differences between the two lists, being sure to make the following points:

1) Attitudes about sexuality develop throughout our lives, and early adolescence, though important, is only a part of a continuum of sexual development.

2) Young adolescents want and need parental guidance. While the peer group does become important to the young adolescent, the importance of the parent does not decrease at this time. The "rebellion" or disagreements that seem to occur around the ages of 12 to 14 are usually normal expressions of developmental changes and not necessarily indicators of family dysfunction (Steinberg, Understanding Families with Young Adolescents).

3) Behavior does not always reflect the true attitudes and values of the individual. This is especially true in the case of the young adolescent, who at this time of life needs to explore a variety of philosophies and behaviors.

4) Examine the influence that the media has upon sexual attitudes. How are adolescents portrayed in the media? What kinds of messages does the media give young adolescents? How can the media be a useful part of the total development of sexual values and attitudes? Why are young adolescents especially vulnerable to these messages?

Summarize the discussion on the development of our attitudes about sexuality.

HANDOUT/Discussion (25 min.)

"How Parents Can Influence Adolescents' Attitudes About Sexuality"

Distribute the handout How Parents Can Help Young Adolescents Develop Healthy Attitudes About Sexuality and ask participants to read it.

Lead the group to discuss the ideas listed in the handout and other ways in which parents can help young adolescents develop healthy attitudes about sexuality. Acknowledge that "healthy" is very subjective and that parents will have to determine what they believe to be appropriate. Stress the importance of parents' being "askable"; that is, for them to create an environment in which their young adolescents feel comfortable coming to them with questions. Stress that it is okay for them not to have all the answers and to admit this to their children.

Encourage participants to add their own suggestions to those listed on the handout.

Summarize the discussion.

Closure (5 min.)

Close this session by asking the participants for any questions that may have gone unanswered. Provide further resources and information as necessary.

IV. WORKSHOP B

"Information and Resources for Parents"

Purpose

To acquaint participants with the information and resources available to help them educate young adolescents about sex.

Objectives

Participants will:

- identify local sources of information about the sexual development of young adolescents;
- browse through a variety of materials that are available to them and to young adolescents,
- assess the value and appropriateness of various print and non-print materials for their children based upon their children's needs and concerns.

Time

One hour, 15 minutes:

10 min.	Introduction
35 min.	Film/Discussion: What Young Adolescents Want and Need to Know About Sexuality
15 min.	HANDOUT/Discussion: Selecting Sex Information Materials for Young Adolescents
15 min.	Display: Sex Education Materials and Local Resources
1 min.	Closure

Materials and Equipment

Flipchart, newsprint and tape, or chalkboard
Felt-tip markers or chalk
16mm projector
Take-up reel
Screen

Film:
"Am I Normal?" (Can be rented from: New Day Films, P.O. Box 315, Franklin Lakes, New Jersey 07417 (201)891-8240. It may also be available from local or state film libraries.)

Display materials: See Section VII for suggested materials.

Handouts:

1) Selecting Sex Information Materials for Young Adolescents: Some Suggested Criteria For Parents
2) Resource List of Local Agencies and Professionals (This handout is to be prepared by the workshop leader or conference planners. It should include organizations such as libraries, schools, churches and synagogues, and youth organizations that have sex information resources available. It should also include specific programs such as sex education and adolescent pregnancy and prevention programs. Individuals such as physicians, nurses, clergy, social workers, teachers, psychologists, counselors, etc., who provide services to parents or young adolescents in the area of sexuality should also be listed.)

Note to the Leader

This training outline is intended to provide you with the content and a suggested design for the workshop. As a professional with expertise in this area and as an experienced trainer, you will probably adapt the design to fit your personal style. Remember, however, that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter the design or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your workshop with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Since a major purpose of this session is to introduce resource people and materials, it is important that a wide variety of display materials be available for inspection by participants. Suggested materials are listed on page 113. Your local health department, schools, public library, Planned Parenthood, and religious organizations may be able to provide assistance in setting up a comprehensive display. It is also important to develop a resource list of local agencies and professionals who provide information and

help to parents and young adolescents on the issue of sexuality. This resource list is the only handout that is not included in this planning guide. (See "Handouts" in the above section.)

You will probably want to include resources dealing with family planning, pregnancy, and venereal disease, but keep the focus of the workshop and the display on helping parents and children understand puberty, on family communicaton, and on developing healthy sexual attitudes and behavior.

Recommended Reading for the Leader

American Academy of Pediatrics/American Library Association/ Planned Parenthood Federation of America. Sex Education for Adolescents: A Bibliography of Low-Cost Materials. Chicago: American Library Association, 1980.

Calderone, Mary S., and Eric W. Johnson. The Family Book About Sexuality. New York: Harper & Row, 1981.

Gordon, Sol, Peter Scales, and Kathleen Everly. The Sexual Adolescent: Communicating With Teenagers About Sex. North Scituate, MA: Duxbury Press, 1979.

*How to Talk to Your Teenagers About the Facts of Life. Rev. ed. New York: Planned Parenthood Federation of America, 1981. (23 pp.)

*"Sexual Development of Young Adolescents." Reprint of speech by Joan Lipsitz. Carrboro, NC: Center for Early Adolescence, 1980.

Materials recommended for display. These are listed in Section VII.

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*A copy of this publication is included in the planning guide.

Activities Outline for Workshop B

Introduction (10 min.)

Introduce yourself as the workshop leader and ask the participants to introduce themselves and give the ages of their children or the children they work with.

Explain that the purpose of this workshop is to discuss what 10- to 15-year-olds need and want to know about sexuality and to acquaint the group with materials and resources that are available to help them answer young adolescents' questions about sexuality. Explain that the focus of the workshop will be on children who are going through puberty, but that parents of younger and older children will probably discover information and resources that will be helpful.

Bring the group's attention to the display of materials. Inform them that they will have time near the end of the workshop to browse through the materials and ask questions about specific items.

Film/Discussion (35 min.)

"What Young Adolescents Want and Need to Know About Sexuality"

Note to the leader: You should preview this film several days before the workshop and be well informed about its content. Prior to the start of this workshop, set up the projector and make sure it will run properly.

Introduce the film "Am I Normal?" by stating that it is often difficult for young adolescents to admit that they do not know all there is to know about sexuality. Using the HANDOUT What Young Adolescents Want and Need to Know About Sex (from Workshop C), read a few of the questions asked by 5th, 6th, and 7th graders in various settings when they were given the opportunity to ask anything they wanted to know about sex. Ask the group members if their children have asked similar questions. Stress that all of these questions reflect a normal, healthy curiosity about sex. Point out that young adolescents want to know about more than the mechanics of sex. They are searching for answers to questions about their bodies, human relationships, and values.

DO NOT PASS OUT THIS HANDOUT. Instead, tell the participants that copies of the questions asked by young adolescents will be given to them as handouts in Workshop C. Some of your participants may have already attended Workshop C and have the handout in their possession.

Explain that the purpose of viewing the film is twofold: 1) to see how a typical young adolescent boy copes with his emerging sexuality and how he obtains information to help him understand what is happening to him, and 2) to examine and discuss the film as one possible resource for use with young adolescents.

Run the film.

Begin the discussion by asking an open-ended question, such as, "What were your reactions to this film?" "What thoughts and feelings did this film leave you with?" As the discussion proceeds, guide the group to consider more specific questions, such as:

- Why is "Am I normal?" an important issue for young adolescents?
- What other questions was Jimmy asking?
- List Jimmy's sources for information about sexuality. Which were reliable? Which provided misinformation?
- Which adults were helpful to Jimmy? Describe their reactions to his questions.
- Which adults were not helpful to Jimmy? Describe their reactions to his questions.
- What did you learn from this film?

HANDOUT/Discussion (15 min.)

"Selecting Sex Information Materials for Young Adolescents"

Gradually guide the discussion of the film to questions like these:

- How do you think your child would react to this film?
- Would you use this film with your child? If yes, why? If no, why not?
- Were there points in the film where you were not comfortable?

Pose the following question: "In selecting film or printed materials for use with your adolescent, what would be important issues to consider?" Acknowledge that different parents will identify different issues because of their own attitudes and values about sexuality. Remind the participants that what young adolescents want and need to know about sex should be just as important, if not more important, than what adults think they want to know or should know.

Distribute the handout Selecting Sex Information Materials for Young Adolescents: Some Suggested Criteria for Parents. Ask the participants to read the handout. Discuss the suggested criteria, encouraging participants to add items to the list. Be sure to keep the focus of the discussion on what young adolescents say they need to

know. Emphasize the parents' responsibility to provide both accurate information and basic values about sexuality. Parents are not alone as they seek to fulfill this responsibility. There are excellent printed materials, audiovisuals, and other adults available to help them. It is up to them to select the resources that will be most helpful to them and their young adolescents.

Display (15 min.)

"Sex Education Materials and Local Resources"

Invite the participants to browse through the materials on display. Point out the handout on local resources. Have other free materials clearly marked. You should be available to answer questions and guide participants to particularly helpful resources.

Closure (1 min.)

When it is time to adjourn the session, ask for everyone's attention and briefly summarize the purpose of the session. Encourage participants to move to the next conference activity. Assure them that the display materials will be available for their continued browsing during the breaks and after the close of the conference.

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V. WORKSHOP C

"Communicating With Young Adolescents About Sex"

Purpose

To provide participants with information and techniques that will help them discuss sexual development and sexuality with their young adolescents.

Objectives

Participants will:

- understand what it is that young adolescents want to know about sex;
- understand some cues that may indicate an adolescent's need to talk with them regarding sexual matters;
- discuss some techniques for communicating with young adolescents about sexuality.

Time

One hour, 15 minutes:

15 min.	Introduction
15 min.	HANDOUT/Discussion: What Young Adolescents Want and Need to Know About Sex
20 min.	HANDOUT/Discussion: Starting the Dialogue
20 min.	HANDOUT/Discussion: Tips for Communicating With Young Adolescents About Sexuality
5 min.	Closure

Materials and Equipment

Flipchart, newsprint and tape, or chalkboard
Felt-tip markers or chalk
Handouts:
1) What Young Adolescents Want and Need to Know About Sex
2) Cues From Your Young Adolescent

3) How to Talk to Your Teenager (or the brochure, How to Talk to Your Teenagers About the Facts of Life, by Planned Parenthood Federation of America, Inc.)

Note to the Leader:

This training outline is intended to provide you with the content and a suggested design for the workshop. As a professional with expertise in this area and as an experienced trainer, you will probably adapt the design to fit your personal style. Remember, however, that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter the design or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your workshop with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Recommended Reading for the Leader

Calderone, Mary S., and Eric W. Johnson. The Family Book of Sexuality. New York: Harper & Row, 1981.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolesence, 1980.

Hofstein, Sadie. Talking to Preteenagers About Sex. Public Affairs Pamphlet No. 476. New York: Public Affairs Committee, 1972. (24 pp.)

*How to Talk to Your Teenagers About the Facts of Life. Rev. ed. New York: Planned Parenthood Federation of America, 1981. (23 pp.)

*"Sexual Development of Young Adolescents." Reprint of speech by Joan Lipsitz. Carrboro, NC: Center for Early Adolescence, 1980.

*Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1980.

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*A copy of this publication is included in the planning guide.

Activities Outline for Workshop C

Introduction (15 min.)

Introduce yourself as the workshop leader.

State that talking about sex is often very difficult for parents and their young adolescents. Ask the group to brainstorm responses to the question "Why is it so difficult for parents to talk to their young adolescents about sex?" Make a list of their responses. Summarize the following reasons if the participants do not name them:

1) Sexuality is a value-laden topic at a time when adolescents are questioning and reexamining family values. Most adolescents eventually accept the basic moral codes of their families, and this questioning is a normal step towards internalizing a value system. However, parents often interpret the questioning as rejection of family values.

2) Sexuality is an emotion-laden topic for both adolescents and parents. Young adolescents are often curious, anxious, and denying. Parents often feel fearful, anxious, and responsible.

3) Sexuality is a highly personal topic. Both parents and adolescents are often embarrassed to talk openly about it.

4) Parents frequently do not have accurate information. In a 1979 study of well-educated, middle-class parents, only 65% knew the time during a woman's menstrual cycle when the risk of pregnancy was the greatest.

5) Adolescents are striving for increased autonomy and working toward a more adult, interdependent relationship with parents. Sexuality is an area in which they are in control.

Introduce the workshop session by saying that this session will concentrate on what to talk about, how to know when your young adolescent wants to talk, and some tips for successful communication.

HANDOUT/Discussion (15 min.)

"What Young Adoescents Want and Need to Know About Sex"

Ask the participants to name specific subjects dealing with sexuality that they would like to discuss with their young adolescents. List a few responses on the flipchart.

Point out that young adolescents may want to talk about different subjects dealing with their emerging sexuality. At this point distribute the handout What Young Adolescents Want and Need to Know About Sex. Give the participants a few moments to read over the list of questions asked by 5th, 6th, and 7th graders.

Discuss the handout by suggesting that what young adolescents want to know falls into four categories: 1) understanding their own changing body, 2) knowing the mechanics of sex and conception, 3) understanding human relations and sexuality, and 4) defining values related to relationships and sexuality.

Emphasize the uniqueness of each young adolescent and the necessity for parents to know their own children. In order for communication to be effective, the discussion must center on topics both parents and young adolescents want to discuss. Invite the participants to look at the similarities and differences between their list of subjects they would like to discuss with the children and the list of questions young adolescents ask. Stress the importance of beginning with what the young adolescent wants to know, then incorporating the subjects parents want to discuss.

Emphasize that accurate information, presented in an objective, sensitive manner, will not hurt young adolescents. Ignorance can hurt them.

HANDOUT/Discussion (20 min.)

"Starting the Dialogue"

Most parents find it a little difficult to know exactly when to approach the subject of sexuality with their young adolescents. The purpose of this activity is to enable parents to examine some cues that may indicate that their teenagers want and need to talk with them about sex.

Ask the participants to break into small groups of three to five members each. Distribute the handout Cues From Your Young Adolescent and give them a minute or two to read it. Ask them to brainstorm other cues and write them on their forms. (Allow about 10 minutes for this activity.)

Reassemble into a large group and ask the small groups for some of the cues they added to the list. Place these on the flipchart for discussion. Acknowledge that young adolescents may never actually come out and ask specific questions, thus parents need to be aware of the more subtle cues that may indicate a need to talk about sexual issues.

HANDOUT/Discussion (20 min.)

"Tips for Communicating With Young Adolescents
About Sexuality"

Note to the leader: You will use either the handout How to Talk to Your Teenager or the brochure from which this handout is reprinted. If at all possible, the conference planners should purchase a copy of the brochure for each participant. Information for ordering this excellent publication is given on page 97 of this planning guide.

Distribute either the handout How to Talk to Your Teenager or the brochure How to Talk to Your Teenagers About the Facts of Life. Ask the participants to read either the entire handout or pages 5 and 6 of the brochure.

Lead the group in discussing the handout, making sure the following points are made:

1) It is difficult for most parents and their young adolescents to talk about sex. This difficulty is not in itself an indication of a poor relationship between a parent and a child.

2) Each family, each parent, and each young adolescent is different. There are no simplistic, prescriptive answers to what to say and how to say it.

3) Parents transmit their attitudes to their children in numerous ways. Be aware of your values so you will know what your children are learning from you. Be honest in discussing your attitudes, but expect and allow your teen to question values and attitudes.

4) Teens are interested in much more than sexual intercourse, conception, and contraception. They need parents to talk with them about the quality of relationships, about values, and about that ever-important question of puberty: "Am I normal?"

5) Young adolescents need their parents as sources of information, values, and guidance. The peer group is becoming increasingly important, but that does not mean that parents become less important. Most adolescents report that they like and respect their parents and depend upon them for help in making big decisions.

Closure (5 min.)

Close this session by asking for any questions that may have gone unanswered. Suggest other resources as necessary. Thank all of the group members for their participation and sharing.

VI. HANDOUTS AND EVALUATION FORM

The following handouts are to be used in the workshops to provide conference participants with valuable information and to promote discussion. They should be reproduced by the sponsoring agency and distributed at the appropriate time by the workshop leaders.

These handouts are either copyrighted by the Center for Early Adolescence or reprinted by the Center for Early Adolescence with the permission of the copyright holder. The Center for Early Adolescence grants permission to reproduce these handouts to the agency sponsoring the conference "Parents and Young Adolescents: Talking About Sex." Permission is not granted to reproduce any other pages in this planning guide except the handouts and recommended reading lists, which may only be reproduced for the purposes of sponsoring this specific conference. Permission to reproduce the handouts for any other purpose must be obtained from the Center for Early Adolescence.

Workshop A: "Parental Attitudes and Adolescent Sexuality"

1) How Parents Can Help Young Adolescents Develop Healthy Attitudes About Sexuality

Workshop B: "Information and Resources for Parents"

1) Selecting Sex Information Materials for Young Adolescents: Some Suggested Criteria for Parents

Workshop C: "Communicating With Young Adolescents About Sex"

1) What Young Adolescents Want and Need to Know About Sex

2) Cues From Your Young Adolescent

3) How to Talk to Your Teenager or the brochure How to Talk to Your Teenagers About the Facts of Life. Available for $.50 each or $18 per 100 from: Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, New York 10019.

Evaluation Form

HOW PARENTS CAN HELP YOUNG ADOLESCENTS DEVELOP HEALTHY ATTITUDES ABOUT SEXUALITY

Understand your attitudes toward your own sexuality and your child's emerging sexuality. Be honest with yourself. Talk this over with your spouse, close friend, religious adviser, or a counselor.

Be a good model. "Practice what you preach" about caring, responsibility, intimacy, and honesty.

Help your young adolescent understand the changes occurring in his/her body and answer the question "Am I normal?" Answer questions about bodily changes, about interest in the opposite sex, and about sex in general. Provide information for reading. Be informed yourself. Know where to find answers to questions.

Many young adolescents experience lower self-esteem as they adjust psychologically to their emerging sexuality and the new social demands placed on them by adults and peers. Be generous with sincere praise ("What an attractive blouse." "Thank you for being so cheerful today. I have enjoyed our time together."). Refrain from making remarks that are personally degrading ("You are so clumsy!" "You look like a slob." "You are so stupid sometimes."). Help your young adolescent discover what he/she can do well. Successful experiences go a long way in helping young adolescents feel good about themselves and their emerging sexuality.

Acknowledge your young adolescent's desire for increased independence as healthy adolescent behavior. Provide appropriate ways for him/her to be both independent and responsible. Remember that most young adolescents need structure, limits, adult guidance, and support, along with ample opportunities to make some choices on their own.

Acknowledge your young adolescent's questioning of previously accepted attitudes and values as normal adolescent behavior.

Talk to your young adolescent about your attitudes and values and why you believe in them. Be honest and straightforward, but do not lecture or demand verbal compliance. Be honest about the values you hope they will hold on to. Be open to discussing your attitudes and their questions about your attitudes.

Openly and honestly discuss values and attitudes that are different from your own. Again, explain why you hold your values instead of those being discussed and why you think yours work better for you. Listen and respond to your young adolescent's questions. Let him/her know it is okay to ask questions about values. Respect your young adolescent's searching and opinions, but be honest in your agreement or disagreement with those opinions.

Be realistic about which of your teen's attitudes and behaviors you can control and which you cannot. You may be able to control how late he/she stays out and to some degree where he/she goes. For

example, "You cannot go to parties that are unsupervised or where I have not talked to the parent(s)." You cannot control how far the sexual behavior goes when your teen is alone with a boyfriend or girlfriend. Neither can you dictate what your teen's values and attitudes will be. Each individual eventually makes those decisions for him/herself.

Help your young adolescent understand the messages relayed to others by certain behaviors, dress, and speech. This can be very difficult to do without preaching or having your teen tell you, "You just don't know what it's like these days." You may want to use pictures, stories, older siblings, or other adults whom your teen likes and respects to talk about the sexual messages given through dress and behavior.

DO NOT LECTURE OR THREATEN your young adolescent. A prominent sex-educator who is a father says, "I have never known an adolescent who didn't engage in sexual activity because I or any other adult told them not to." Each human being must make his or her own decisions about sexuality. Lectures and threats usually prevent meaningful communication, convey a lack of respect, and tempt rebellious behavior. Young adolescents' decisions can be influenced by modeling and discussing your values, educating them about sex, discussing their questions and concerns, setting appropriate limits, helping them feel good about themselves, and encouraging their growing sense of independence and responsibility.

Remember that your young adolescent's values and attitudes about sex have been forming from the day he or she was born.

From: "Parents and Young Adolescents: Talking About Sex," A Planning Guide for a one-day Conference.

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SELECTING SEX INFORMATION MATERIALS FOR YOUNG ADOLESCENTS:
SOME SUGGESTED CRITERIA FOR PARENTS

The following general criteria are based upon what young adolescents want and need to know. You may want to add criteria based on your own values and attitudes about sexuality.

1) Look for materials that present human sexuality as a single aspect of one's total personality, not as separate and disjointed behaviors and emotions.

2) The material should include information on the following topics:

- the physical changes boys and girls experience during puberty,
- sexual behavior of boys and girls and their heightened interest in sex,
- masturbation,
- the reproductive process and contraception,
- what is normal,
- venereal disease,
- interpersonal relationships, (how to talk to boys/girls, how to express feelings, intimacy, etc.),
- feelings about sexual behaviors,
- personal values and sexual behavior,
- decision-making skills, including how to say "no."

3) If one resource does not include all this information, select several resources that cover the topics. The material should acknowledge the unique concerns and questions of the young adolescent, such as body changes, emerging ability to think about values, search for identity and autonomy, and the importance of peers.

4) Young adolescent readers should be encouraged to consider the consequences to others and to themselves that result from their decisions.

5) Material should be written in a matter-of-fact, concrete manner with lots of real-life examples. Sketches, drawings, or photographs should be realistic but not overbearing for a young adolescent who is unsure about how he/she feels about his/her changing body. Humor helps.

6) The material should be written at an appropriate reading level for your young adolescent. Good materials for young adolescents are brief and to the point, presenting a lot of information in simple language.

7) Read and preview the material yourself. Don't depend on someone else's evaluation.

8) Identify the philosophy or value stance of the material. If you agree with the values, that's great. Chances of finding comprehensive materials that agree with all your values are slim, however. Be prepared to discuss different sexual values and beliefs with your young adolescent without lecturing or moralizing. Be honest and open about your beliefs, but respect your young adolescent's questions and opinions.

9) Do not confuse facts and values. You may not like the fact that 10- to 15-year-old girls are the only group of women in this country for whom the birthrate is rising instead of declining, but it's still a fact.

From: "Parents and Young Adolescents: Talking About Sex," A Planning Guide for a one-day Conference.

Based in part on "A Guide to the Assessment of Family Life/Sex Education Curricula for Young Adolescents" by Karen Garr, 1981.

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WHAT YOUNG ADOLESCENTS WANT AND NEED TO KNOW ABOUT SEX

It is very difficult in our society for young adolescents to admit that they do not know all there is to know about sex. The following questions from 5th, 6th, and 7th graders reflect their ignorance and misinformation about sex.

Why do only women have periods?

If a boy and a girl have intercourse and she gets pregnant, how often do they have to have intercourse to keep the baby alive?

Why do some people think it's a sin to have sex?

Why am I embarrassed to talk about sex?

How do you make a boy stop?

Is it normal to masturbate?

What is V.D.? Can you really get it from a toilet seat?

Where does the uterus and female reproductive system fit in the body?

What is the real name for the breast?
Or is breast the real name?

I have been having this trouble lately. I feel very funny when I think about growing up.

I'm scared.

If people make love why do they have abortions?

What age are you supposed to start dating?

I have a problem. I have one bust growing and the other isn't. I don't have any pubic hair. What is the matter? Signed, Helpless

Why do people do sex?

Fourth-grade boy's definition of masturbation: a wet dream that comes in the daytime.

Do people get into the heat like dogs?

When they have intercourse do they have to stay in bed all night?

I don't know why I'm so fat or chubby but I don't eat much at all but also have a lot of bad feelings inside.

How would you act on your first date?

Do the men have to put he penis in the women vagina to have a baby?
yes no Do not tell no one but me.

I hear that girls bleed every month or so. Why?

How long should a man penis be in a lady vagina?

How does the sperm get from the man´s body to the woman´s body?

What is a girl´s ovaries and what does your liver do?

I have looked at some of these tampon boxes. It looks like it will hurt the vagina.

Sometime I knock over things and my mom yells at me. Why do you think I feel clumsy?

Why do people on the street like to use the wrong words?

Is adolescence the same as puberty?

How old does a girl have to be to have a baby?

What is a fag?

Do you have to have a period to get pregnant?

Can a woman get pregnant without having intercourse?

What happens to the egg and sperm to make mentally retarded people?

From: "Parents and Young Adolescents: Talking About Sex," A Planning guide for a one-day Conference.

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CUES FROM YOUR YOUNG ADOLESCENT

Your son or daughter may want or need to talk with you about sexual matters if he or she:

- tells you third-person stories about "a friend at school who...";
- asks questions in the vein of "what would you do if I...";
- seems troubled or wondering about something sexual he/she has read or seen on television;
- leaves sexual magazines or other clues around for you to find;
- asks you about your adolescent dating behavior;
- has a close physical touching relationship with a boyfriend or girlfriend;
- shows no reaction to bodily changes such as menstruation, breast development, pubic hair, erections, wet dreams, etc.

From: "Parents and Young Adolescents: Talking About Sex," A Planning Guide for a one-day Conference.

Reprinted with permission from: The Leader's Guide: Seminars for Parents on Adolescent Sexuality. Family and Community Health Through Caregiving Program, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160, 1978.

HOW TO TALK TO YOUR TEENAGER

If you're feeling uncomfortable about having "that talk" with your teenagers, it may be reassuring to know you're in good company. Few parents find it easy to talk about sex with their children. Or reproduction. Or birth control.

But if your son or daughter is an adolescent, chances are good that these topics are on his or her mind. They are a part of conversation with friends, a part of growing up, a part of life.

Too often, however, they are not a part of discussion with parents, sometimes because parents have indicated -- verbally and nonverbally -- that they are not comfortable with the subject.

It's probably impossible to tell anyone how to talk to their children. Each family is different: teenagers move toward adulthood at different speeds and parents worry about different problems.

But there are ways to ease worries and open lines of communication. Here are some general tips you may find useful:

Try to answer what's being asked, not what you think is being asked. For instance, if your daughter wants to know if birth control pills are dangerous, answer that question. Don't assume she's asking because she wants to take them. Some parents jump to conclusions, doing a great disservice to their children in the process. Remember, if your child trusts you enough to ask, your responses can reflect that trust.

If you really do sense there's a question behind the question, go ahead and carefully try to give your emotional support. Don't close the door. There's usually a reason why the real question wasn't asked directly, and it may be asked later if you indicate your openness.

Try to be aware of your own attitudes. They show through, and you may not really know how you feel about something until you start discussing it. Listen to yourself as well as to your children.

Try to convey to your teenagers that you believe in them and that you're really more concerned with the quality of their life and relationships with others, rather than what they did on last night's date.

Use humor, if that's your style, but don't laugh at your kids. There are aspects of the way people behave emotionally and sexually that parents and children know are silly or funny. Take it seriously but try not to get bogged down by being too solemn.

Parents and children often disagree; each has the right to. Try to discuss a topic, not argue.

Don't be afraid to admit you don't have an answer. No one knows all the answers ... particularly about sex.

Tell your children what you value in your life. One way or another, you've been showing them anyway. Find out what they value in theirs. Is it love? Is it trying to treat people right? You may find you agree more than disagree and, either way, it can make a good discussion.

Here are some general guidelines about the kinds of questions your child may ask. They don't apply to all teenagers, and you may have to make adjustments for your child.

Ages five to nine -- usually want brief direct answers. Their questions are often about anatomy -- how bodies function and why. No need to get into weighty discussions of morality and behavior.

Middle adolescents (nine to thirteen) -- are a little like newspaper reporters. They want to know everything: who, what, when, where, how, and -- most important -- why. This group is perhaps the one most likely to ask you something you can't answer. When that happens, be honest. Admit you don't know, then go look it up (or look it up together).

Older teenagers -- should get your most sensitive answers. Most know a little; some know a lot; but few will admit it either way, especially to their parents. Generally, they want to know how people behave in sex, about birth control, about relationships, and about love.

From: "Parents and Young Adolescents: Talking About Sex," A Planning Guide for a one-day Conference.

Reprinted with permission from: How to Talk to Your Teenagers About the Facts of Life. Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019 (1982 prices, $.50 each, $18 per 100).

PARENTS AND YOUNG ADOLESCENTS: TALKING ABOUT SEX

Evaluation Form

A. THE CONFERENCE AS A WHOLE

Please check the number which best expresses your reaction on each of the following items.

1. The quality of the material presented was:
   (inferior) __1 __2 __3 __4 __5 (superior)

2. The subject matter presented was:
   (too simple) __1 __2 __3 __4 __5 (too complicated)

3. The coverage of the subject was:
   (inadequate) __1 __2 __3 __4 __5 (adequate)

4. Considering the content of the conference, the mode of instruction was:
   (very ineffective) __1 __2 __3 __4 __5 (very effective)

5. The time allowed to ask questions or to seek clarification was:
   (too short) __1 __2 __3 __4 __5 (too long)

6. Considering the amount of material covered, the time allotted for each session was:
   (too short) __1 __2 __3 __4 __5 (too long)

7. I expect to find this conference:
   (not at all useful) __1 __2 __3 __4 __5 (highly useful)

8. The facilities in which the conference was held were:
   (very poor) __1 __2 __3 __4 __5 (excellent)

9. Overall, I consider this conference:
   (very poor) __1 __2 __3 __4 __5 (excellent)

10. Describe the strongest feature of the conference.

11. Describe the weakest feature of the conference.

12. What changes would you like to suggest regarding the conference?

13. What do you perceive to have been the overall purpose of the conference in terms of content?

14. What do you feel you will be able to do now that you have attended this conference that you could not have done before?

B. THE WORKSHOP LEADERS

The sponsors and leaders depend on your feedback to improve future conferences. Please provide constructive criticism to help them, pointing out their weaknesses as well as praising their strengths. Please answer the following questions for each session you attended.

I. KEYNOTE ADDRESS

1. The leader's knowledge of the subject was:
(very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
(very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
(very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

II. WORKSHOP A: Parental Attitudes and Adolescent Sexuality

1. The leader's knowledge of the subject was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

III. WORKSHOP B: Information and Resources for Parents

1. The leader's knowledge of the subject was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

IV. WORKSHOP C: Communicating With Young Adolescents About Sex

1. The leader's knowledge of the subject was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

VII. Recommended Reading

Parents and Young Adolescents: Talking About Sex

Two bibliographies are included here. One lists books for parents and professionals, and the other lists materials written for young adolescents. Neither of these bibliographies is intended to be a comprehensive list of sex education materials. Instead, the items listed were selected because they are among the best resources that deal with the sexual concerns of young adolescents and their parents.

It is recommended that copies of the bibliographies be made available to conference participants. The Center for Early Adolescence grants permission to the conference sponsor to reproduce these bibliographies for distribution at the conference "Parents and Young Adolescents: Talking About Sex." They may not be reproduced for any other purpose.

An asterisk (*) appears beside items in both bibliographies that should be included among the display materials. Additional items as well as local resources can be added to the display.

SEX EDUCATION BIBLIOGRAPHY FOR YOUNG ADOLESCENTS

Listed are various materials written for 10- to 15-year-olds. Parents should read materials before recommending them for their children because no title is guaranteed to be suitable for all young adolescents in all circumstances. The list is divided into nonfiction and fiction. An asterisk (*) has been placed beside the publications recommended for display at the conference.

Nonfiction

Bell, R. Changing Bodies, Changing Lives: A Book for Teens on Sex and Relationships. New York: Random House, 1981.

Developed by the authors of Our Bodies, Ourselves. Gives teens information about sex, body development, relationships, and emotional health. Somewhat liberal approach. Encourages teens to consider options carefully and to act responsibly.

Edens, David. The Changing Me. Nashville, TN: Broadman Press, 1973.

Factual information about reproduction, anatomy, intercourse, puberty, masturbation, and family life. Recommended for Christian parents who want their children to have the facts about sexuality within a religious framework. For 9- to 11-year-olds. Part of the Sexuality in Christian Living series.

*Gardner-Loulan, J., B. Lopez, and M. Quackenbush. Period. San Francisco, CA: New Glide Publications, 1980.

Written in a warm, appealing style. Answers young women's typical concerns about menstruation. Also deals with topics such as excess hair and weight.

*Gordon, Sol. Facts About Sex For Today's Youth. New Edition. Charlottesville, VA: Ed-U-Press, 1979.

An overview of sexuality for teenagers. Birth control methods are not discussed in detail. Gordon states his belief that it is not a good idea for teenagers to have sex and thus risk pregnancy, venereal disease, and emotional harm.

*Gordon, Sol. The Teenage Survival Book. New York: Times Books, 1981.

Realistic, entertaining, and insightful "self-improvement" book for adolescents (14 or 15 years old and up). Contains information about mental health, sexuality, and relationships, along with suggested activities and bits of wisdom like "when you are bored, you are boring to be with."

Gordon, Sol. You Would If You Loved Me. New York: Bantam, 1978.

This book will arm a teenage girl with one-liners that all say "no," to proposals to engage in intercourse. Some discussion of sexual pressures, why saying "no," is a good idea, and how to be friends after saying "no."

Growing Up: Specially for Pre-teens and Young Teens. Syracuse, NY: Planned Parenthood Center, 1973.

Provides information about puberty for boys and girls by answering the question "What is happening -- or will happen -- to me as I grow up?" Encourages young people to talk to parents and other adults.

*Johnson, Eric W. Love and Sex in Plain Language. New York: Bantam, 1977.

Excellent paperback. Discusses puberty, reproduction, sexual intercourse, birth control, venereal disease, dating, and love. Easily understood by the average teenager. Emphasizes accepting responsibility for one's actions and caring for others.

Johnson, Eric W. Sex: Telling It Straight. Philadelphia, PA: Lippincott and Crowell, 1979.

Written for adolescents with poor reading ability or those in an inner-city environment.

Lorrigo, Marion, and Helen Southard. Finding Yourself. Chicago: American Medical Association, 1976.

Covers puberty, reproduction, sexual intercourse, relationships, and venereal disease. Contraception is not discussed. Supports premarital chastity.

*Mayle, Peter. What's Happening To Me? Secaucus, NJ: Lyle Stuart, 1975.

The story of puberty with humorous illustrations. Special emphasis on individual differences and feeling comfortable about the physical and emotional changes of puberty. Usually well received by pre- and young adolescents.

*McCoy, Kathy, and Charles Wibbelsman. The Teenage Body Book. New York: Pocket Books, 1978.

Comprehensive and practical guide to understanding the physical and emotional changes of adolescence. Chapters on anatomy, puberty, sex, parenting, birth control, and V.D. Also interesting chapters such as "I Need to be Beautiful" and "Your Changing Feelings."

Pomeroy, Wardell B. Boys and Sex (Rev. ed.) and Girls and Sex. New York: Delacorte, 1981.

Written in a straightforward, objective, and nonjudgmental way, using language that is easily understood. For mature young adolescents and older adolescents.

Tepper, Sheri S. *The Problem With Puberty. Denver, CO: Rocky Mountain Planned Parenthood, 1976.

Booklet reassures boys about body changes, relationships with girls, and sexuality.

Winship, Elizabeth. Ask Beth: You Can't Ask Your Mother. Boston, MA: Houghton Mifflin, 1976.

Teenage advice columnist Beth Winship presents her responses to some of the questions most frequently asked by teens. Questions cover concerns from peer relations to religion. Many ask about sexuality and sex-related topics.

Fiction

*Blume, Judy. Are You There God? It's Me Margaret. New York: Dell, 1970.

Thirteen-year-old Margaret Simon has a lot of things to think about -- especially growing up physically "normal."

*Blume, Judy. Then Again, Maybe I Won't. New York: Dell, 1971.

Thirteen-year-old Tony Miglione isn't happy about moving to a new neighborhood. He must deal with a new school and burgeoning sexual yearnings.

*Donovan, John. I'll Get There, It Better Be Worth the Trip. New York: Dell, 1969.

Davy, 13 years old, is propelled into a moment of sexual affection with his only friend, another 13-year-old boy.

*Neufeld, John. Freddy's Book. New York: Random House, 1973.

Freddy Alexander has become preoccupied with the mysterious subject of sex. It all starts when he sees the word "fuck" written on the walls of the boy's bathroom at school.

*Pascal, Francine. My First Love and Other Disasters. New York: Viking Press, 1979.

A 15-year-old's first love.

*Van Leewen, Jean. I Was a 98 Pound Duckling. New York: Dell, Yearling, Laurel Leaf, 1972.

Kathy turns 13 and finds out that being a teenager can be difficult.

From: "Parents and Young Adolescents: Talking About Sex," A Planning Guide for a one-day Conference.

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SEX EDUCATION BIBLIOGRAPHY FOR PROFESSIONALS
AND PARENTS OF YOUNG ADOLESCENTS

P = for parents Pr = for professionals B = for both

* = recommended for display at the conference

P Aho, Jennifer, and John Petras. Learning About Sex--Guide for Children and Their Parents. New York: Holt, Rinehart & Winston, 1978.

B *American Academy of Pediatrics/American Library Association/ Planned Parenthood Federation of America. Sex Education for Adolescents: A Bibliography of Low-Cost Materials. Chicago: American Library Association, 1980.

B *Calderone, Mary S., and Eric W. Johnson. The Family Book of Sexuality. New York: Harper & Row, 1981.

P Changes and Choices: Your Children and Sex. Dept. of Health, Education, and Welfare (HSA 80-5647). Washington, DC: GPO, 1980. (16 pp.)

Pr Chilman, Catherine S., ed. Adolescent Sexuality in a Changing American Society. New York: Wiley & Sons, 1982.

P Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

B Garr, Karen. A Guide to the Assessment of Family Life/Sex Education Curricula for Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1981.

P Gordon, Sol, and Irving R. Dickman. Schools and Parents-- Partners in Sex Education. Public Affairs Pamphlet No. 581. New York: Public Affairs Committee, 1980. (28 pp.)

P Gordon, Sol, and Irving R. Dickman. Sex Education: The Parents' Role. Public Affairs Pamphlet No. 549. New York: Public Affairs Committee, 1977. (28 pp.)

Pr Gordon, Sol, Peter Scales, and Kathleen Everly. The Sexual Adolescent: Communicating With Teenagers About Sex. North Scituate, MA: Duxbury Press, 1979.

B *Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

P Hofstein, Sadie. Talking to Preteenagers About Sex. Public Affairs Pamphlet No. 476. New York: Public Affairs Committee, 1972. (24 pp.)

P *How to Talk to Your Teenagers About the Facts of Life. Rev. ed. New York: Planned Parenthood Federation of America, 1981. (23 pp.)

B Oettinger, Katherine B. Not My Daughter--Facing Up to Adolescent Pregnancy. Englewood Cliffs, NJ: Prentice-Hall, 1979.

P Scanzoni, Letha. Sex is a Parent Affair. Rev. and enl. ed. New York: Bantam, 1982.

B *Schowalter, John E., and Walter R. Anyan. The Family Handbook of Adolescence. New York: Alfred A. Knopf, 1979.

P *Sex Education at Home. Syracuse, NY: Planned Parenthood Center of Syracuse, 1974.

Pr "Sexual Development of Young Adolescents." Reprint of speech by Joan Lipsitz. Carrboro, NC: Center for Early Adolescence, 1980.

B *Smith, Barbara. "Adolescent and Parent: Interaction Between Developmental Stages." Center Quarterly Focus. St. Paul, MN: Center for Youth Development and Research, Fall 1976.

Pr Sommer, Barbara Baker. Puberty and Adolescence. New York: Oxford University Press, 1978.

B *Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1980.

Pr Tanner, J. M. "Sequence and Tempo in the Somatic Changes in Puberty." The Control of the Onset of Puberty. Ed. Melvin M. Grumback, Gilman D. Graves, and Florence E. Mayer. New York: Wiley & Sons, 1974, pp. 448-470.

From: "Parents and Young Adolescents: Talking About Sex," A Planning Guide for a one-day Conference.

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Suite 223, Carr Mill Mall
Carrboro, NC 27510

RISK-TAKING BEHAVIOR AND YOUNG ADOLESCENTS

developed by

Gayle Dorman and Bill Scarborough
of
The Center for Early Adolescence
The University of North Carolina at Chapel Hill

in collaboration with

The Mental Health Association in North Carolina

and

The National Mental Health Association

Risk-Taking Behavior and Young Adolescents

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ENCLOSURES

"Adolescent Development: Myths and Realities" by Joan Lipsitz . . . .inside cover

Early Adolescence: What Parents Need to Know by Anita M. Farel . .inside cover

Understanding Early Adolescence: A Framework by John P. Hill . . .inside cover

Understanding Families With Young Adolescents by Laurence D. Steinberg . . . . . inside cover

I. Purpose and Goals

"Risk-Taking Behavior and Young Adolescents"

Purpose

This conference will provide participants with a basic understanding of how risk-taking behavior can be a part of normal early adolescent development (ages 10 to 15). Participants will gain insight into specific behaviors that serve to "test" the reality of the young adolescent's world and explore alternatives to potentially dangerous behaviors.

Goals

Participants will:

- understand the normal physical, cognitive, social, and emotional changes that occur during early adolescence;
- become sensitive to young adolescents' desires to test their bodies and minds;
- become aware of specific behaviors that, while normal, may become dangerous to the health of the young adolescent;
- develop some ideas and strategies for providing activities for 10- to 15-year-olds that will meet their risk-taking needs;
- review some ideas about what parents can do to help young adolescents protect themselves from harm.

Audience

The conference is primarily for parents of 10- to 15-year-olds. However, professionals such as teachers and youth workers, as well as volunteers with the Scouts, 4-H, and religious youth groups, will find the conference beneficial.

The workshops are designed for between 10 and 20 participants. Alterations in scheduling and in activities may be necessary for fewer or more participants.

II. INTRODUCTION AND ORIENTATION TO THE CONFERENCE

Purpose

To orient participants to the purpose and structure of the conference.

Time

30 minutes.

Materials and Equipment

Agenda

Note to the Leader

The following list outlines the items to be included in the opening session of the conference. The planning committee and the person presiding at the opening session will complete the outline with specific information about the speakers, the sponsoring agencies, the facilities, and the schedule.

Since most participants will not be dealing with deeply disturbed children, the focus of the conference should remain on understanding normal risk taking. However, the short discussion of what the conference will and will not teach participants is particularly important, since some participants may come with expectations that will not be met. The sooner those participants realize that they will not be learning how to deal with deeply disturbed behavior, the sooner they can benefit from what the conference can offer them.

Activities Outline for Opening Session

1) Welcome the participants to the conference and introduce the key conference planners and their agencies.

2) Introduce the conference as follows:

   a) state the reasons why the sponsoring agencies decided to conduct this conference, keeping the focus on the needs of young adolescents and their parents and the promotion of healthy development for all youth;

   b) review the goals of the conference, as stated on page 129 of this planning guide;

   c) emphasize that the conference will not give parents direction in dealing with seriously disturbed behavior such as drug abuse or attempted suicide. Resources for helping those parents and youth will be suggested, but time is not allocated for detailed discussion of troubled youth. Since most participants live and work with typical young adolescents who are not displaying disturbed behavior, the focus of the conference will instead be on understanding and dealing with normal risk-taking behavior and distinguishing normal behavior from abnormal, disturbed behavior.

3) Using the printed agenda as a reference, introduce the speakers, the workshops, and the schedule. If you are offering more than one session of each workshop, tell the participants it is important they attend the workshops in the sequence they have been assigned since Workshop C is based on what they will learn in Workshop B, and Workshop B is based on what they learn in Workshop A.

4) Direct the participants to the rooms where the workshops will be held, to rest rooms, to smoking areas, and to the refreshments.

5) Close with a summarizing statement of the importance of the conference and a reminder about the importance of the closing session. Give a preview of the purpose and activities of the closing session, encouraging participants to attend.

III. WORKSHOP A

"Understanding Young Adolescents"

Purpose

To give participants an overview of normal early adolescent development, with specific focus on understanding risk-taking behavior.

Objectives

Participants will:

- understand the normal physical, cognitive, and socio-emotional changes that take place during early adolescence;
- understand that while early adolescence is a period of dramatic and rapid changes, it is also a time of normal, healthy growth for most children;
- examine the unique developmental characteristics of young adolescents that make them especially vulnerable to both positive and potentially dangerous risk-taking behavior;
- better understand some specific behaviors of young adolescents.

Time

One hour, 30 minutes:

20 min.	Introduction: Words That Describe Young Adolescents
40 min.	Mini-lecture/Discussion: Normal Early Adolescent Development
25 min.	Discussion: Why Do Young Adolescents Do the Things They Do?
5 min.	Closure

Materials and Equipment:

Flipchart, newsprint and tape, or chalkboard
Felt-tip markers or chalk
Handout:
Normal Changes During Early Adolescence

Note to the Leader

This training outline is intended to provide you with the content and a suggested design for the workshop. As a professional with expertise in this area and as an experienced trainer, you will probably adapt the design to fit your personal style. Remember, however, that is it your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter the design or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your workshop with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Two of the recommended readings listed below are included in this planning guide. They are Understanding Early Adolescence: A Framework by John P. Hill and "Adolescent Development: Myths and Realities" by Joan Lipsitz. You should review both articles, as the content to be presented in this workshop is drawn largely from these two sources.

Recommended Reading for the Leader

Elkind, David. "Understanding the Young Adolescent." Adolescence, 13 (1978), 127-133.

*Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

*Lipsitz, Joan. "Adolescent Development: Myths and Realities." Children Today, 8, No. 5 (1979), pp. 2-7.

Risks to Take, Choices to Make: Social Decision Making in Adolescence. Newton, MA: Educaton Development Center, 1981.

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*A copy of this publication is included in the planning guide.

Activities Outline for Workshop A

Introduction (20 min.)

"Words That Describe Young Adolescents"

Introduce yourself as the workshop leader. Outline briefly the purpose of this session and the activities that will take place.

Ask the participants to introduce themselves, giving their names and a word or phrase that they think describes young adolesents. Emphasize that "young adolescents" means 10- to 15-year-olds. Write these descriptors on the flipchart or chalkboard. Keep the pace brisk by encouraging one-word or short-phrase descriptors, summarizing responses, and gesturing or speaking to the next person.

Mini-Lecture/Discussion (40 min.)

"Normal Early Adolescent Development"

Summarize the descriptors with the Lipsitz article and the Hill monograph in mind. Use your summary to begin a short lecture on normal early adolescent development. Remind the participants that you will be talking about 10- to 15-year-olds, who are leaving childhood and entering adolescence, not older adolescents. Use the handout Normal Changes During Early Adolescence as an outline for your presentation. Distribute the handout and invite participants to take notes and jot down questions on it, invite them to make verbal comments and to ask questions as you talk. Ask them for examples at appropriate times.

Your mini-lecture should present basic information on the normal physical, cognitive, and socio-emotional changes of early adolescence, with special focus on the changes that make 10- to 15-year-olds most vulnerable to risk-taking behavior.

The changes to be emphasized are:

Physical changes:

- testing of new body strength and size;
- emerging sexuality and capacity to reproduce.

Cognitive changes:

- fledgling abilities to think abstractly;
- continued reliance upon concrete thinking skills in many areas;
- imaginary audience;

- personal fable.

Socio-emotional changes:

- desire for increased autonomy;
- increase in peer influence;
- need to experiment with and learn new roles, behaviors, and thoughts;
- newly emerging interests and abilities accompanied by a need for mastery, achievement, competence;
- need for mutual emotional intimacy with peers and adults,
- establishing a sense of identity as a unique human being;
- facing new desires, opportunities, decisions, and expectations with limited life experiences upon which to base decisions.

A final point should be made about the importance of parents to young adolescents. While one of the changes of this period is that of beginning to separate from parents, young adolescents continue to look to their parents for acceptance, affection, guidance, and limits.

Discussion (25 min.)

"Why Do Young Adolescents Do the Things They Do?"

Ask for volunteers to describe a specific behavior or attitude they see in young adolescents that they would like to understand better. The behaviors discussed can vary from disinterest in family outings to involvement with drugs. Do not limit the discussion to behaviors that are related to risk taking. The purpose of this discussion is to help participants make concrete connections between the information about normal development you have presented in the lecture and the everyday behaviors of young adolescents.

When the first volunteer has described the behavior or attitude about which they have questions, ask the group to think about the normal physical, cognitive, and socio-emotional changes you have discussed in your lecture. Ask them for ideas they may have about why a young adolescent would behave in the described manner. Ensure that the focus remains on understanding why the behavior occurs rather than discussing what parents can do about the behavior. Remind the participants that it is essential to understand the reasons for behavior before we can effectively deal with the behavior. The other workshops in this conference will provide them opportunities to talk about what to do. Keep the focus of the discussion on normal developmental changes, referring often to the handout Normal Changes

During Early Adolescence and their notes from your lecture. Do not allow the discussion to become focused on clearly pathological behavior. Instead, remind participants of the facts about normal and pathological behavior presented in the Lipsitz article. Discuss the concerns of as many volunteers as time allows.

Closure (5 min.)

Bring the discussion to a close by asking the participants to name some of the things they have learned about young adolescents and some behaviors and attitudes they now understand better. Ask if there are any unanswered questions. Suggest possible resources for those questions that cannot be answered in this session. Also, remind participants that this workshop is the introductory session and that many of their questions will be addressed in the workshops that follow.

IV. WORKSHOP B

"Understanding Young Adolescents and Risk-Taking Behavior"

Purpose

To help participants become more aware of the different kinds of behavior that may place young adolescents at risk of harm and to understand why and how young adolescents become involved in such behavior.

Objectives

Participants will:

- understand that some risk taking is an essential and healthy ingredient in the lives of 10- to 15-year-olds;
- become aware of the range of behaviors that may become dangerous for young adolescents;
- examine their personal values related to certain risk-taking behaviors;
- understand the psychological concept of needs;
- list some possible needs that can be related to specific risk-taking behavior;
- further examine the unique developmental characteristics of young adolescents that make them especially vulnerable to harm as a result of risk taking;
- examine some explanations that young adolescents offer for their involvement in risk-taking behaviors.

Time

One hour, 30 minutes:

10 min.	Introduction: Risk-Taking Behavior in Early Adolescence
20 min.	HANDOUT/Discussion: Risk-Taking Behaviors
30 min.	HANDOUT/Discussion: Needs That Are Related to Risk-Taking Behavior
20 min.	HANDOUT/Discussion: How Young Adolescents Explain Their Involvement in Risk-Taking Behavior
5 min.	Closure

Materials and Equipment

Flipchart, newsprint and tape, or chalkboard
Felt-tip markers or chalk

Handouts:
1) Risk-Taking Behaviors and Needs
2) How Young Adolescents Explain Their Involvement in Risk-Taking Behavior

Note to the Leader

This training outline is intended to provide you with the content and a suggested design for the workshop. As a professional with expertise in this area and as an experienced trainer, you will probably adapt the design to fit your personal style. Remember, however, that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter the design or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your workshop with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Recommended Reading for the Leader

Elkind, David. "Understanding the Young Adolescent." Adolescence, 13 (1978), 127-133.

*Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

*Lipsitz, Joan. "Adolescent Development: Myths and Realities." Children Today, 8, No. 5 (1979), pp. 2-7.

Risks to Take, Choices to Make: Social Decision Making in Adolescence. Newton, MA: Educaton Development Center, 1981.

Tonkin, Roger S. Child Health Profile: Violence in Adolescence. Vancouver, BC: University of British Columbia, 1981.

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*A copy of this publication is included in the planning guide.

Activities Outline for Workshop B

Introduction (5 min.)

"Risk-Taking Behavior in Early Adolescence"

Introduce the objectives for this workshop, and include the following ideas in an introduction to risk-taking behavior.

Risk taking is a part of life for everyone. Applying for a new job, going mountain climbing, rescuing a child from a house fire, and standing up for what you believe in a heated discussion are forms of risk taking that we as adults experience. Risk taking is a normal part of growing up for young adolescents. Trying out for the class play, venturing a "hello" to a new student, and cooking the family dinner are situations where young adolescents take risks. Risks can help young adolescents grow, feel good about themselves, help others, and begin to feel safe and competent in their world. Not all risks are bad or dangerous.

However, young adolescents lack the experience and cognitive ability to exercise sound judgment in every situation. They are very susceptable to peer pressure, adult role models, and media messages. Their vulnerability can lead to dangerous and even life-threatening situations.

Listing/Discussion (20 min.)

"Risk-Taking Behavior"

Ask the participants to name as many forms of potentially dangerous risk-taking behavior as they can. If they have trouble getting started, ask them to think of things they did as adolescents which could have been risky. Typically, the list will focus on such obvious acts as drug and alcohol use and reckless driving. You may wish to add the following information to your discussion of these obvious acts of risk taking:

1) Although illicit drug use among adolescents seems to have stabilized or declined, several recent surveys show that alcohol consumption is increasing.

2) A recent study in British Columbia showed that 76% of deaths among adolescents (ages 10-19) were the result of violence. The largest percentage of these violent deaths were related to motor vehicles. Unspecified accidents (such as drowning, recreational, overdose, and industrial accidents) accounted for another large percentage of the deaths. Suicide and homocide comprised approximately 16% of the deaths. Clearly, we must look beyond the traditional definitions of risk taking.

3) Young women ages 10 to 14 are the only group of women in this country for whom the birth rate is rising. Young adolescents are notoriously ill-informed on sexual matters and ill-prepared for sexual intercourse.

It is important to expand the participants' definition of risk taking to include additional kinds of behavior. After the participants have named some risk-taking behaviors, read aloud two or three of the case studies reported on page 139. The purpose of reading these case studies is to prompt the participants to name behaviors that, while not inherently dangerous, can become dangerous because of young adolescents' vulnerability. Continue listing risk-taking behaviors after reading the case studies aloud. Your list should include specific kinds of "accidents"; acts likely to be committed under peer pressure; and some sports such as motor-cross racing, rock-climbing, and heavy contact sports.

Close the listing activity by reminding the participants that you have expanded the list of potentially dangerous risk-taking behaviors to include behaviors not usually considered in popular thought about this issue.

CASE STUDIES

Reports of Risk Taking from Young Adolescents

1. "We live right across the street from the Mystic River. They were just building the new boathouse over there. They had a dock and everything. It was, the water was all frozen. We were skating on the ice, a bunch of kids dared us to step near the dock and at first we weren't too sure. But they said, oh come on, you chicken or something. So we did it and we fell in. Luckily, we were all right. My sister almost drowned. But luckily there was a guy and he saw what was going on, he hopped over the fence, he helped my sister up. Ever since then, never gone there in the winter, never. None of the other kids went on the ice. They went on it but only towards the end. But not where we were. We dare you to go over there. So we did it just to see what would happen. We fell through. Never again will I take a dare like that. If I don't have to do it, I won't do it. They don't dare me to take drugs, or dare me to drink."

2. "I've gotten into a car that somebody has been drinking and they're really loaded. You just say, let one of us drive, but a lot of times we're just as bad as they are, so it doesn't really matter. If the person takes it slow you're pretty safe. Like at first people used to get all lead foot--lead-footed. But most of the people I know, they take it slow, although a couple of them go wild. I don't like it, sometimes I'll really start yelling at them or something. But I'd get in the car anyways because I figure what's to be is going to happen. I'd rather be with someone who is safe, but I usually yell at them and they'll stop going wild right away. It's 50-50. How I drive myself has changed a lot since I have known a few people who have gotten into accidents and stuff. Nobody died, or nothing really bad, you know. But it takes them a while to get over it. And it's changed my thought about--'cause I don't want to die in a car, that would be the stupidest place, y'know. That would be the worst way to go, one of the worst. Die over something ridiculous, you know."

3. "Recently, we've had two kids die. It's not nice to say but I think it's helped a lot of kids. One boy--he got hit up on 93 on his roller skates and a lot of kids took that hard. Some of them are finally realizing things in life--you shouldn't do this, you shouldn't do that and this is right and that's wrong. His friend dared him to do it. He says, "Well, I'll do it, I'll go up and visit my mother, she's up there." And all the kids tried to talk him out of it. He says, "No, no, I'll do it," 'cause he already said it and I don't think he wanted to back down to make him look like a fool, a baby, a chicken. He didn't want that. He had to be Mr. Tough Guy and he had to do it and prove to his friends he wasn't afraid. And that's what it is, a lot of them--they say, "Oh, come on, are you afraid?" And then you want to do it, so you're not left out. But inside you say, "I know I shouldn't be doing this," but you have to take the risk 'cause you don't want to lose them as your friends. This kid that died--he was only what, 17? 18? And he did have a lot of friends. He loved roller skating but his life had to end so soon and now all his friends--the kid that was with him when it happened, he hasn't

been outside since it happened. Since the accident, I haven't seen him at all around. I think he's going to stay inside for a while. 'Cause I think he thinks it's partially his fault. But like they say, try to talk him out of it, but it's just a shame to see that it's going to take a tragedy to straighten mostly everybody out."

4. "At 13 I'm hanging with a street gang. I risked my life several times, but one particular time they made me get out of the gang was when I had a fight with a group and almost lost my life that time. That's when I smartened up and got out of the gang. The whole left side of my face was bloody--blood was coming from my head and my eye was cut over my eye. And I was sitting in the bathroom and I was washing the blood off my face and I started thinking, you know, if I wasn't in this, what are all the different things I could be doing. And at that present time I was supposed to have been going to California to sing gospel and I was thinking, if I wouldn't have dropped out of what I was doing I wouldn't be hurting this time and I would still be traveling around, and I just like came to my senses at that time. I didn't really tell the people in the gang I didn't want to hang with them no more. I just said to them, "Uh, you know, this is not me, I'm not used to this." Now is sorta rough. Life every once in a while I'd be looking out my window and they're going to fight or something. I just don't know. Sometimes I just close my door and go in my room and go to sleep so I just don't have to think about it sometimes. Sometimes you miss the feeling, you know, of street fighting all the time. It was like--made you feel popular. And I just didn't like--pay no attention to nobody. I felt like anybody that wanted to talk me from out of being a street fighter, just didn't like me anymore. They just, you know, I just thought if you want to take me from street fighting, the one thing I like, you wasn't my friend. After a while I found out my real friends was the people that was not in the street gangs and everything. The people that was trying to keep me out of it. People I knew all the time I just wasn't listening to. Finally I had to come to my senses and face reality. This just wasn't for me. I was not used to this."

From: "Risk-Taking Behavior and Young Adolescents," A Planning Guide for a one-day Conference.

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Discussion (10 min.)

"Adult Values and Young Adolescent Behavior"

At this point, ask participants to consider the role their personal values play in defining risk-taking behavior. We are likely to be more concerned about and see more potential harm in behaviors that violate our values than in more benign behaviors. For example, if we strongly believe that the expression of sexual attraction outside of marriage is a sin, we will view heavy petting between two adolescents differently than someone who views the expression of sexual attraction as natural, regardless of marital status. Where we place specific behaviors on a continuum of "harmless" to "extremely harmful" is largely determined by our values. Select one risk-taking behavior from your list and ask participants to rank specific degrees of that behavior from 1 to 10, with 1 being "harmless" and 10 being "extremely harmful." For example, if you select "drinking alcohol," ask participants to rank the following behaviors:

- coming home drunk one time,
- riding in a car that was stopped by the police because the driver had an open can of beer in his hand;
- drinking one beer;
- drinking wine with dinner;
- drinking three mornings a week before school begins;
- coming home smelling of beer after the cast party for the school play;
- coming home smelling of beer every weekend night for several weeks.

Beside each behavior, write the different ranks given by participants. Some behaviors may have only one rank beside them, while others will have several ranks, reflecting several different opinions among the participants. Close by pointing out the differences in values that are indicated by the rankings. Our values determine how we respond to specific behaviors and what we attempt to teach our children, so it is important that we be aware of our true values and how we communicate them to our children.

It is also important to keep in mind what we know to be true about normal adolescence and about certain behaviors when deciding on a response to risk-taking behavior. For example, we know that drinking three mornings a week before school and coming home smelling of beer every weekend are signs of serious problems with alcohol abuse. We also know that young adolescents are experimenting with a variety of "grown up" behaviors in an attempt to learn for themselves what it means to be an adult. Since our society presents drinking alcohol as a mature, socially enhancing behavior, it should not be surprising that most adolescents experiment with alcohol. Coming home

drunk once or smelling of beer after the cast party can be perfectly normal. While our values definitely color our thinking about and reaction to certain risk-taking behaviors, it is essential that we step back and attempt to understand why young adolescents engage in those behaviors.

HANDOUT/Discussion (30 min.)

"Needs That Are Related to Risk-Taking Behavior"

Introduce the concept of psychological needs, using the following example most adults will identify with. When we enter a new situation, such as starting a new job, visiting a new city, joining a new club, or going to a conference, we usually have a general feeling of uneasiness or excitement because we do not know what to expect and whether we will fit in with the new people involved.

Ask the participants to think about a time when they entered a new situation. Ask them to remember what they thought about and what they did as they entered the new situation. Suggest that most people experience two psychological needs in such circumstances. The first is the need for physical safety and security. Ask the participants how many of them were thinking about questions like "Will I get lost?" "Will they fire me, and then I'll have no income?" "Will I be mugged?" A second need is the need for acceptance and belonging. Ask how many of the participants thought about questions such as "Will I find anybody here that I like?" "Will the people here like me?" "Will they recognize the skills I can contribute?" "Will they expect me to talk about things that I don't want to share with them?" Suggest that different people behave differently in new situations; some are shy and cautious, some are gregarious and assertive. However, the psychological needs of people are usually similar. One psychologist said that a need "may be weak or intense, momentary or enduring....But it usually pesists and gives rise to a certain course of overt behavior" (Murray 1938, pp. 123-124). Understanding psychological needs is a key to understanding why people behave as they do.

Ask the participants to name some of the needs of young adolescents they discussed in Workshop A as being particularly important in understanding risk-taking behavior (See p. 131 and the handout Normal Changes During Early Adolescence.)

Distribute the handout Risk-Taking Behaviors and Needs and ask participants to read it. Using the examples on the handout to begin your work, list the possible needs for the potentially dangerous risk-taking behaviors you listed in the previous activity. List the needs beside each behavior, attaching a blank sheet of paper beside your list of behaviors, or beginning a parallel list on the chalkboard. Suggest that participants add behaviors and the corresponding needs they are most interested in to the blank space on their handout. Make sure the participants understand that although young adolescents may not be consciously aware of the needs that are related to behaviors, we adults must understand the needs if we are to

provide youth with safe alternatives that will satisfy these needs. Keep the focus of the discussion on linking their understanding of early adolescent development from Workshop A with needs that may underlie certain behaviors. Emphasize that there is not going to be a single need for each behavior that is listed. Each act may satisfy several different needs for the same person. Also, that same act may serve to meet different needs in different people. Young adolescents, just like adults, are each unique human beings.

Continue discussing the needs related to behaviors as time allows. Leave ample time for the final activity.

HANDOUT/Discussion (20 min.)

"How Young Adolescents Explain Their Involvement in Risk-Taking Behavior"

Remind the participants of the importance of understanding the needs which young adolescents attempt to meet through risk taking. We will be successful in offering alternatives and preventing harm only if we match our strategies with what we know young adolescents need.

Acknowledge that most young adolescents do not usually talk about their needs in the way that we have been discussing them. They may not even be aware that their behavior is related to such needs. The gap between how we see needs being related to dangerous risk-taking behavior and how young adolescents view risk-taking behavior can be bridged by studying how young adolescents explain their involvement in such behaviors.

Distribute the handout How Adolescents Explain Their Involvement in Risk-Taking Behavior and give the participants a few moments to read it over. Lead the group to discuss the statements in light of your discussion of needs that are related to behaviors and their understanding of early adolescent physical, cognitive, and socio-emotional development. Use the handout Normal Changes During Early Adolescence and their discussion of the characteristics that make 10- to 15-year-olds vulnerable to harm as a result of risk taking. (See p. 131 in Workshop A.)

Closure (5 min.)

Summarize the workshop by referring to the list of potentially dangerous behaviors and the corresponding list of possible needs. The group has broadened the definition of risk-taking behavior and considered why young adolescents become involved in such behavior. Workshop C will guide them to consider alternatives to potentially dangerous behavior and how to deal with risk-taking behavior.

V. WORKSHOP C

"Alternatives to Dangerous Risk-Taking Behavior"

Purpose

To identify resources that can provide positive alternatives to potentially dangerous risk-taking behavior and to discuss what adults can do to protect young adolescents from harm that may result from risk taking.

Objectives

Participants will:

- develop a list of activities which may provide alternative means for meeting the risk-taking needs of young adolescents;
- identify the resources in their community that may provide alternative activities;
- discuss positive approaches adults can take to protect young adolescents from harm while promoting healthy growth;
- browse through materials related to community resources and specific behaviors.

Time

One hour, 30 minutes:

10 min.	Introduction: Reviewing Workshops A and B
35 min.	Small-Group Work/Discussion: Alternative Activities for Young Adolescents
25 min.	HANDOUT/Discussion: What Adults Can Do to Help Protect Young Adolescents From Harm
15 min.	Display: Resources for Dealing With Risk-Taking Behaviors
5 min.	Closure

Materials and Equipment

Flipchart, newsprint and tape, or chalkboard
Felt-tip markers or chalk
Blank sheets of paper
Pencils

Display materials: See Section VII for suggested materials.

Handouts:

1) What Adults Can Do
2) How to Talk to Your Teenage or the brochure, How to Talk to Your Teenagers About the Facts of Life by Planned Parenthood Federation of America
3) Alcohol and Substance Use Among Young Adolescents: What Parents Can Do
4) Alcohol and Drug Use Among Young Adolescents: Red Flags for Parents
5) Suicide Among Adolescents: Early Warning Signs
6) Signs of Serious Disturbance
7) Resource List of Local Agencies and Professionals
   (The last handout is to be prepared by the workshop leader or conference planners. It should include the names, addresses, and brief descriptions of community agencies and individuals who provide services both to troubled young adolescents and their families and to normal young adolescents and their parents.)

Note to the Leader

This training outline is intended to provide you with the content and a suggested design for the workshop. As a professional with expertise in this area and as an experienced trainer, you will probably adapt the design to fit your personal style. Remember, however that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter the design or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your workshop with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Since one objective of this workshop is to introduce resource people and materials, it is important that a wide variety of display materials be available for inspection by particiants. Suggested materials on several topics are listed on page 177. The organizations listed on the local resources handout should be able to provide further recommendations and display materials about their services.

Recommended Reading for the Leader

Elkind, David. "Understanding the Young Adolescent." Adolescence, 13 (1978), 127-133.

*Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1982.

Lefstein, Leah M., William Kerewsky, Elliott A. Medrich, and Carol Frank. 3:00 to 6:00 P.M.: Young Adolescents at Home and in the Community. Carrboro, NC: Center for Early Adolescence, 1982.

*Lipsitz, Joan. "Adolescent Development: Myths and Realities." Children Today, 8, No. 5 (1979), pp. 2-7.

Risks to Take, Choices to Make: Social Decision Making in Adolescence. Newton, MA: Education Development Center, 1981.

Tonkin, Roger S. Child Health Profile: Violence in Adolescence. Vancouver, BC: University of British Columbia, 1981.

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*A copy of this publication is included in the planning guide.

Activities Outline for Workshop C

Introduction (10 min.)

"Reviewing Workshops A and B"

Ask the participants to summarize what they have learned so far about risk-taking behavior and why young adolescents become involved in potentially dangerous activities. If the following ideas are not mentioned, remind the participants that these are the major ideas that have been discussed in the other workshops.

1) Not all risk-taking behavior is dangerous or bad. Young adolescents take risks when they try out for teams, volunteer to answer a question in class, introduce themselves to a new person, or go out of their way to help another person. Some risk taking is essential if adolescents are to mature into fully functioning adults.

2) Our definition of potentially dangerous risk-taking behavior must be broadened to include activities that we do not typically think about. Such activities include many "recreational" activities and many "accidents."

3) Young adolescents often engage in risky activities in an attempt to meet psychological needs that they may or may not be aware of at the moment.

4) To understand why and how young adolescents become involved in potentially dangerous situations, it is essential to understand the normal physical, cognitive, and socio-emotional changes they are experiencing.

Introduce this workshop by suggesting that most young adolescents will engage in potentially dangerous risk-taking behavior as they face new social situations, make decisions based on limited experience, master new thinking skills, test their bodies' new strengths and abilities, and expand their childhood world into an emerging adult world. The lack of structured opportunities to help them accomplish these tasks and the boredom that results from a dearth of appealing but safe activities contribute to young adolescent's engagement in potentially dangerous risk-taking behavior. In this workshop, the participants will list safe alternatives to potentially dangerous risk-taking situations and consider what adults can do to help young adolescents safely and productively meet their risk-taking needs. Resources for recognizing and getting help with disturbed behavior will be displayed for browsing at the close of the session.

Small-Group Work/Discussion (35 min.)

"Alternative Activities for Young Adolescents"

Ask the participants to locate the two handouts they were given in Workshop B: Risk-Taking Behaviors and Needs and How Young Adolescents Explain Their Involvement in Risk-Taking Behavior.

Ask the participants to form small groups of five or six people each. Instruct each group to select one person to record their work. Give each recorder a sheet of paper and a pencil.

Each group's task is to review the needs, characteristics, and statements of young adolescents they discussed in Workshop B and then to list as many alternative activities as possible which would meet young adolescents' specific needs to take risks. They should first list the need or reason that underlies the behavior and then list their ideas about alternative, safe activities. They will find that a single activity can meet several needs and that most needs can be met through a variety of activities. Encourage the groups to consider a wide variety of possible activities such as athletic clubs, curricular and extracurricular school activities, museum programs, youth groups at churches and synogagues, youth organizations such as Scouts, Boys and Girls Clubs, and opportunities for young adolescents to work as volunteers. Give the groups about 15 minutes to complete their lists. Encourage them to list as many alternative activities as they can.

At the end of 15 minutes, instruct each group to look back over their list of alternative activities and write "Available" beside each activity that is available to young adolescents in their community and "Not Available" beside each activity that is not. Encourage the participants to focus on 10- to 15-year-olds, not older adolescents, because in most communities there are very different activities available to the two age groups. Very often, 10- to 15-year-olds are too young to fit the guidelines for participation in activities offered for adolescents and too old to feel comfortable in activities designed for elementary-aged children. Give the participants about five minutes to finish this activity.

Reconvene the entire group. Ask the recorder from one group to read off the group's list of alternative activities and to indicate whether the activity is available to young adolescents in the community. As the recorder reads the list, write the activities on the flipchart or chalkboard, placing an "A" in the left hand margin beside those that are available to young adolescents and an "N" beside those that are not available. Ask the other recorders to name activities from his/her group's list that are not already on the flipchart or chalkboard. Instruct the recorders from the second and following groups to read off only those items that have not been mentioned previously. When all groups have made their contributions, you should have a comprehensive master list without duplications. While compiling this master list keep the focus on safe, constructive activities that will meet young adolescents' needs, not what we as adults think young adolescents "should" be doing.

When you have completed your master list, lead the group to reach some conclusions about the types of alternative activities that are and are not available to young adolescents in your community. Most communities provide few structured opportunities for young adolescents in the following areas:

1) opportunities to participate in the life of their schools, clubs, and communities in a way that makes real contributions to the community;

2) opportunities for positive peer interaction where young adolescsents draw on each other's strengths;

3) opportunities for young adolescents to develop healthy, close, mutually satisfying relationships with adults other than their parents;

4) safe opportunities for young adolescents to test their new physical strengths; and

5) opportunities to practice decision making and expand their base of experience in situations where the stakes are relatively low and help is available to learn from mistakes.

HANDOUT/Discussion (25 min.)

"What Adults Can Do to Help Protect Young Adolescents From Harm"

Acknowledge that many participants are probably thinking "All these alternative activities sound great, but how do we get kids to opt for these activities instead of the potentially dangerous ones?" or "I understand risk-taking behavior better and I have some ideas for alternative, safe activities that meet young adolescents' needs to take risks, but how do I help my 13-year-old understand this?"

These are complex questions with no easy answers. There are no magic words and no fool-proof approaches to prevent young adolescents from participating in potentially dangerous risk-taking behavior. We do not want all adolescents to refrain from all potentially dangerous risk taking. The 12-year-old who pulls his younger brother out of a raging house fire and the 14-year-old who saves a stranger from drowning take life-threatening risks. While these are extreme examples of heroic behavior that few of us will ever experience, we want young adolescents to be confident and caring, as well as realistic and cautious. While we do not want young adolescents to take apparently foolish risks, we recognize the needs that are met through risk taking. We also understand how the normal physical, cognitive, and socio-emotional changes of early adolescence make 10- to 15-year-olds especially vulnerable to harm.

Distribute the handout What Adults Can Do. Ask the participants to read the suggestions listed on the handout. Lead the group to

discuss the suggestions and to add other ideas to the list. Keep the focus on understanding normal early adolescent development, especially cognitive and socio-emotional development, and on the needs that are met during early adolescence through risk taking.

Display (15 min.)

"Resources for Dealing With Risk-Taking Behavior"

Invite the participants to browse through the materials on display. Point out the handouts that deal with specific behaviors, the signs of serious disturbance, and local resources. Have free materials clearly marked. Encourage participants to continue their discussion of the handout What Adults Can Do and the materials on display. You should be available to guide the discussion and direct participants to particularly helpful resources.

Closure (5 min.)

Summarize the session, noting the complexity of the issue of risk taking in early adolescence. Review the areas in which alternative activities are and are not available to young adolescents in your community. Suggest that an outcome of this conference may be the formation of a group to study and advocate for additional alternatives for young adolescents. Another possible outcome might be the initiation of a support group of parents and concerned adults to study the issue and help each other and young adolescents deal with this issue. Encourage the participants to attend the closing session, where these options will be discussed and decisions made about what, if anything, will be done to follow-up this conference.

VI. HANDOUTS AND EVALUATION FORM

The following handouts are to be used in the workshops to provide conference participants with valuable information and to promote discussion. They should be reproduced by the sponsoring agency and distributed at the appropriate time by the workshop leaders.

These handouts are either copyrighted by the Center for Early Adolescence or reprinted by the Center for Early Adolescence with the permission of the copyright holder. The Center for Early Adolescence grants permission to reproduce these handouts to the agency sponsoring the conference "Risk-Taking Behavior and Young Adolescents." Permission is not granted to reproduce any other pages in this planning guide except the handouts and recommended reading lists, which may only be reproduced for the purposes of sponsoring this specific conference. Permission to reproduce the handouts for any other purpose must be obtained from the Center for Early Adolescence.

Workshop A: "Understanding Young Adolescents"

1) Normal Changes During Early Adolescence

Workshop B: "Understanding Young Adolescents and Risk-Taking Behavior"

1) Risk-Taking Behaviors and Needs

2) How Young Adolescents Explain Their Involvement in Risk-Taking Behavior

Workshop C: "Alternatives to Dangerous Risk-Taking Behavior"

1) What Adults Can Do

2) How to Talk to Your Teenager or the brochure, How to Talk to Your Teenagers About the Facts of Life. Available for $.50 each or $18 per 100 from: Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, New York 10019.

3) Alcohol and Substance Use Among Young Adolescents: What Parents Can Do

4) Alcohol and Drug Use Among Young Adolecents: Red Flags for Parents

5) Suicide Among Adolescents: Early Warning Signs

6) Signs of Serious Disturbance

7) Resource List of Local Agencies and Professionals

Evaluation Form

NORMAL CHANGES DURING EARLY ADOLESCENCE

Physical Changes:

-Growth spurt. Rapid gains in height and weight.
-Appearance of secondary sex characteristics. For example, developing breasts, broadening hips and shoulders, deeper voices, and body odor.
-Primary sex characteristics: menarche, ejaculation.

Cognitive (intellectual) Changes:

-Shift from concrete to formal operations.
-Imaginary audience.
-Personal fable.

Socio-emotional Changes:

-Disturbances in self-esteem.
-Desire for increased autonomy.
-Continued reliance upon parents for affection, guidance, and limits.
-Need for mutual emotional intimacy with peers.
-Increase in peer influence.
-Adjusting to changing and often inconsistent adult expectations.
-Increased need for privacy.
-Strong desire to make commitments to causes and people.
-Need to experiment and learn new behaviors, roles, and limits.
-Newly emerging interests and abilities accompanied by a need for mastery, achievement, and competency.
-Increased interest in their own sexuality and in the opposite sex.
-Establishing a sense of identity as a unique human being; incorporating their past and the present changes into a coherent sense of self.
-Facing new desires, opportunities, decisions, and expectations with limited life experiences upon which to base decisions.

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RISK-TAKING BEHAVIORS AND NEEDS

The following is a partial list of potentially dangerous risk-taking behaviors and possible needs these behaviors might meet. There is obviously not a single need for each behavior. Each act may satisfy several different needs for the same person. The same act may meet different needs for different people.

This list gives examples to begin your discussion. Use the reverse side of this handout to list behaviors and corresponding needs discussed in the workshop that are of particular interest to you.

BEHAVIOR: Bicycle racing on a busy street

NEED:
- -Mastery and competency
- -Power over the environment
- -Testing of physical abilities

BEHAVIOR: Rock climbing

NEED:
- -Mastery and competency
- -Testing physical abilities
- -Goal accomplishment
- -Individuality and uniqueness

BEHAVIOR: Sexual intercourse

NEED:
- -Physical intimacy
- -Emotional intimacy
- -Acceptance by a significant other

BEHAVIOR: Drinking alcohol

NEED:
- -Acceptance by the peer group
- -Experimentation with a new behavior
- -Appearance of maturity
- -Escape from pressure

BEHAVIOR: Smoking marijuana

NEED:
- -Acceptance by the peer group
- -Experimentation with a new behavior
- -Appearance of maturity
- -Escape from pressure

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HOW YOUNG ADOLESCENTS EXPLAIN THEIR INVOLVEMENT IN RISK-TAKING BEHAVIOR

Below is a list of statements young adolescents might make to explain how they happened to become involved in a risky situation. They usually do not think about the danger at the time. Even if they know something could happen, they often say "Oh yes, but it won't happen to me." At the same time, the attraction of the risk outweighs their fear of the consequences.

I was in a hurry.

He/she dared me.

It was exciting.

It was more convenient.

I was feeling good.

It was going to save time.

Everyone was watching me.

No one else had ever done it.

It was going to save me some money.

I felt like getting off on my own.

I felt I could do anything that day.

I thought it would be a lot of fun.

I didn't realize I could get hurt.

I wanted to see if I could do it.

They were expecting me to do it.

I wanted to see how strong (funny, quick) I could be.

I was so mad, I thought if I didn't get off by myself I might hurt somebody.

It seemed easier.

I was angry.

I was bored.

It was a challenge.

I was feeling rotten.

Why not?

I was careless.

It was a joke.

From: "Risk-Taking Behavior and Young Adolescents," A Planning Guide for a one-day Conference.

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WHAT ADULTS CAN DO

There are no magic words or fool-proof approaches to prevent young adolescents from participating in potentially dangerous risk-taking behavior. We want young adolescents to be confident of their own emerging abilities and to care enough about other people to become involved when neccessary. We do not want them to take apparently foolish risks. Here are some things adults can do to help protect young adolescents from dangerous risk taking.

1) Understand the normal physical, cognitive, social, and emotional changes children go through as they move from childhood into adolescence. Try to identify the needs young adolescents are attempting to meet through risk-taking behavior. Risk taking is a normal part of growing toward adulthood. Some risk taking can lead to harm. Some is healthy and growth producing. All risk-taking behavior must be dealt with by first understanding why 10- to 15-year-olds are especially vulnerable to harm and how they make (or fail to make) decisions about risk taking.

2) Strike an appropriate balance between freedom and clear limits. Young adolescents are seeking and sometimes demanding increased autonomy in areas such as the selection of friends, the decibel level of music, the selection of clothing, and setting curfews. At the same time, they look to adults to set the parameters within which they will manage these increased levels of autonomy. If you, as a responsible adult, feel that an activity is too filled with risk, say "no." At the same time, give young adolescents room to learn responsibility and wise decision making. Overprotectiveness can produce strained relationships, rebellious behavior, or unhealthy dependency and fear.

3) Support young adolescents in taking risks that will meet their needs and probably contribute to their learning but are unlikely to result in harm. Encourage them and become involved by doing things like helping them practice lines for the play tryouts, attending track meets, going canoeing together, and discussing how difficult it can be to stand up for what you believe.

4) Young adolescents want and need the guidance of adults whom they like and respect. One of the most powerful teaching tools that adults have available is being a good example. Adults also have needs that are met through risk taking. Be sure that your risk-laden activities are safe and promote your own growth.

5) Work to create a diversity of safe, structured activities in your community that will attract 10- to 15- year-olds. These activities should meet young adolescents' need to take risks and help them learn how to make decisions about risks. Activities should be available that challenge their thinking skills and their social skills as well as their physical skills.

6) Help young adolescents get the facts about the risks involved in certain behaviors. First, you must be well informed. Read reliable material on topics such as adolescent pregnancy, suicide, accidents, and alcohol, tobacco, and drug abuse. Talk to knowledgeable people in your community. Beware of sensationalized reports, scare tactics, and distorted "facts." Young adolescents have access to both accurate and inaccurate information on their own. If they question your "facts," you should be able to back them up with

reliable sources. Lectures and scare tactics seldom accomplish desired results. Do not expect young adolescents to look at the facts and be able to say "Yes, it can happen to me." Breaking out of the personal fable is a complicated process that seems to require some degree of mastery of newly developing thinking skills and exposure to life experiences. Sometimes, young adolescents weigh the facts more heavily when they come from an older sibling, a peer, or adults outside the family whom they like, trust, and respect.

7) Teach young adolescents decision-making skills and give them opportunities to practice the skills. Adolescents are hampered in making wise choices about risk taking by their lack of life experience in facing different social situations and making decisions. The only way to learn to identify and evaluate options and their consequences is through practice. Adults can teach young adolescents a model for decision making, provide safe opportunities for them to practice making decisions, and help them learn from both positive and negative outcomes.

8) Talk to young adolescents about risk taking. They are more sophisticated physically than emotionally, socially, or intellectually. They may not be able to give an explanation of an action or decision because they honestly do not understand it themselves. At the same time, they may be so affected by media messages about what it means to be "grown up" or by peer influence that they lack a sense of control. Talking with a trusted adult who they feel understands and respects them can help them discover the strengths they possess to think for themselves and to make wise decisions. Sometimes this adult is a parent. Sometimes it is another adult such as a teacher, counselor, coach, religious youth group leader, neighbor, or volunteer youth worker.

An excellent workbook to use with adolescents in understanding risk taking and talking about decision making, peer pressure, and the facts about harmful outcomes is available. It is titled Risks to Take, Choices to Make: Social Decision Making in Adolescence. It is a part of the Family and Community Health Through Caregiving Life Cycle Series and is available from Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160.

9) Be able to recognize signs of possible serious disturbance in young people (see handout Signs of Serious Disturbance). Having some guidelines for when to really worry about your child will help you keep typical adolescent behavior and normal risk taking in perspective. As the handout indicates, the frequency of behavior and drastic changes in behavior patterns often distinguish normal adolescent behavior from disturbed behavior.

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HOW TO TALK TO YOUR TEENAGER

If you're feeling uncomfortable about having "that talk" with your teenagers, it may be reassuring to know you're in good company. Few parents find it easy to talk about sex with their children. Or reproduction. Or birth control.

But if your son or daughter is an adolescent, chances are good that these topics are on his or her mind. They are a part of conversation with friends, a part of growing up, a part of life.

Too often, however, they are not a part of discussion with parents, sometimes because parents have indicated -- verbally and nonverbally -- that they are not comfortable with the subject.

It's probably impossible to tell anyone how to talk to their children. Each family is different: teenagers move toward adulthood at different speeds and parents worry about different problems.

But there are ways to ease worries and open lines of communication. Here are some general tips you may find useful:

Try to answer what's being asked, not what you think is being asked. For instance, if your daughter wants to know if birth control pills are dangerous, answer that question. Don't assume she's asking because she wants to take them. Some parents jump to conclusions, doing a great disservice to their children in the process. Remember, if your child trusts you enough to ask, your responses can reflect that trust.

If you really do sense there's a question behind the question, go ahead and carefully try to give your emotional support. Don't close the door. There's usually a reason why the real question wasn't asked directly, and it may be asked later if you indicate your openness.

Try to be aware of your own attitudes. They show through, and you may not really know how you feel about something until you start discussing it. Listen to yourself as well as to your children.

Try to convey to your teenagers that you believe in them and that you're really more concerned with the quality of their lives and relationships with others, rather than what they did on last night's date.

Use humor, if that's your style, but don't laugh at your kids. There are aspects of the way people behave emotionally and sexually that parents and children know are silly or funny. Take it seriously but try not to get bogged down by being too solemn.

Parents and children often disagree; each has the right to. Try to discuss a topic, not argue.

Don't be afraid to admit you don't have an answer. No one knows all the answers...particularly about sex.

Tell your children what you value in your life. One way or another, you've been showing them anyway. Find out what they value in theirs. Is it love? Is it trying to treat people right? You may find you agree more than disagree and, either way, it can make a good discussion.

Here are some general guidelines about the kinds of questions your child may ask. They don't apply to all teenagers and you may have to make adjustments for your child.

Ages five to nine -- usually want brief direct answers. Their questions are often about anatomy -- how bodies function and why. No need to get into weighty discussions of morality and behavior.

Middle adolescents (nine to thirteen) -- are a little like newspaper reporters. They want to know everything: who, what, when, where, how and -- most important -- why. This group is perhaps the one most likely to ask you something you can't answer. When that happens, be honest. Admit you don't know, then go look it up (or look it up together).

Older teenagers -- should get your most sensitive answers. Most know a little; some know a lot but few will admit it either way, especially to their parents. Generally, they want to know how people behave in sex, about birth control, about relationships, and about love.

From: "Risk-Taking Behavior and Young Adolescents," A Planning Guide for a one-day Conference.

Reprinted with permission from: How to Talk to Your Teenagers About the Facts of Life. Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019 (1982 prices, $.50 each, $18 per 100).

ALCOHOL AND DRUG USE AMONG YOUNG ADOLESCENTS:
WHAT PARENTS CAN DO

1) Recognize that alcohol and drug use among adolescents must be considered within the context of our society. The quick fix ("I need a martini to relax before dinner."), the escape from discomfort ("Sleeping pills help me relax so I don't toss and turn."), and the desirability of social lubricants ("You need all the gusto you can get."), are widely accepted and deeply ingrained in our society. Monitor your own substance use and the messages you relay to your child through behavior and comments. Be a good model.

2) Learn as much as you can from reliable sources about the effects of alcohol and different drugs and about the local drug scene. Beware of sensationalized or poorly documented resources.

3) Talk with your child about what you are learning. Expect him/her to know as much or more than you know, although sources may vary in reliability. Expect questions about "facts" and some disagreements about opinions.

4) Be explicit about your expectations and rules. Expect challenges to some rules and respond openly with explanations of why the rules are important. Be clear about which rules are negotiable and which are non-negotiable, carefully selecting a few non-negotiables and then enforcing them. A curfew can be negotiated for a special event; going to a party where there is no adult is not negotiable. Public drinking and all drug use is not negotiable.

5) Talk to your young adolescent about making decisions about substance use, about peer pressure, and about media messages. The precedent for such discussion has been set by the kind of relationship you and your child have developed to this point. If you have a younger child, start now.

6) Examine your family interactions. Do you listen to your child? Do you demonstrate your love, pride, and concern? Do you respect your adolescent's growing sense of self and autonomy? Do you treat your child with respect and trust? Can you talk to each other about things that are really important?

7) Understand the normal changes your child will experience during adolescence. Encourage growth towards maturity and striving for independence, while continuing to provide the guidance, limits, and affection your child needs from you.

8) Know the parents of your child's friends and classmates. Talk about the local drug scene. Communicate about rules and keep messages among adults clear in order to limit peer pressure ("David's mother lets him ...").

9) Form a support group of parents and other concerned adults to help each other and your community -- especially the schools -- deal with drug-related behavior.

10) Work in your community to develop well-supervised alternative activities that are fun, stimulating, and appealing for young adolescents. Involve young people as well as community agencies in surveying activities in which young adolescents currently participate and in developing new activities.

11) Forget the myth that young adolescents do not like, respect, or want to be with adults. While peers are increasingly important, adolescents still depend on adults for affection, guidance, a sense of identity and self-esteem, and help in solving big problems.

There are thousands of publications on alcohol and drug use. Three especially good resources that include a wealth of information and additional references are listed below:

Albrandi, Tom. Young Alcoholics. Minneapolis, MN: CompCare Publications, 1978.

Schwarz, Meg. TV and Teens; Experts Look at the Issues. Reading, MA: Addison-Wesley, 1982.

Tessler, Dianne Jane. Drugs, Kids and Schools: Practical Strategies for Educators and Other Concerned Adults. Santa Monica, CA: Goodyear, 1980.

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ALCOHOL AND DRUG USE AMONG YOUNG ADOLESCENTS:
RED FLAGS FOR PARENTS

The following list is a list of symptoms that may indicate alcohol or drug usage. It is important to pay attention to words like "extreme," "chronic," "unsual," "pervasive," and "sudden." The difference between normal adolescent behavior and behavior that may indicate substance use or abuse is sometimes a matter of degree and consistency. For example, it is perfectly normal for adolescents to spend time alone in their rooms; it is not normal for young people suddenly to withdraw almost completely from their family and old friends. Look for a series of changes, not isolated single behaviors. As a parent, you have to act on your knowledge of the typical behavior patterns of your children and your own sixth sense. Ignoring suspicious behavior will not make it go away and may harm your child. Most families need professional help in dealing with serious substance abuse.

Behavior Changes

1) Extreme mood swings
   -easy temperment may become nasty, irritable, defiant.

2) Unreasonable anger
   -at inappropriate times and not in proportion to situation.

3) Lying
   -not where they said,
   -not doing what they said;
   -not with whom they said;
   -always with very reasonable explanation.

4) Change of friends
   -sudden avoidance of old friends;
   -new friends not known to parents; they rarely bring them home;
   -spends most of the time away from home;
   -many phone calls from unknown friends; do not want parents to pick up phone; calls taken behind closed doors and in very low voices.

5) Consistently avoids contact with family
   -comes home and goes directly to room, not interacting with anyone;
   -spends a lot of time sleeping in front of TV set.

6) Unreasonable anger
   -reaction when parents interfere with plans.

7) Eating habits
   -loss of weight;
   -avoidance of family meals, "not hungry";
   -loss of appetite; can usually "explain";
   -late night "munchies," eating an unusually large amount of junk food (marijuana increases appetite soon after use).

8) School problems
-drop in performance and grades;
-parent being called into school because of problems;
-unreasonable behavior (fighting, etc.);
-child accused of stealing;
-unusual amount of tardiness, missed classes, absenteeism, usually without parent's prior knowledge.

9) Change in activities, hobbies
-loss of interest in previously important activities;
-discontinuation of favorite hobbies and pastimes;
-general lack of motivation to do anything; boredom, "I don't care" attitude.

10) Questionable money management
-completely unable to explain where money, even large sums, is spent;
-many times has a lot more money then can be accounted for;
-acquires some fairly expensive items that cannot be reasonably explained;
-does many things that cost money even when he/she has none, and cannot explain this.

11) Appearance/Disappearance of "Things"
-possessions disappear (e.g., child's jacket, radio) always with excuses ("I left it at Bob's house," "I traded it for...");
-fans in bedroom;
-baggies, aluminum foil in pockets or on bedroom floor;
-eye drops;
-drug related objects (e.g., pipes, roach clips), always with explanation ("It's Jane's. Her folks didn't want her to have it.");
-"Head" magazines such as High Times;
-empty liquor bottles ("I'm starting a collection.");
-lighters and matches;
-check your personal liquor supply. It may be watered down.

Physical Changes

1) Illness
-frequently "ill" in the morning and stays home from school;
-frequently comes home from school "ill";
-makes miraculous recovery by evening and has to go out.
2) Smells of alcohol or marijuana smoke.
3) Looks glassy-eyed, mumbles, isn't coherent.

Adapted from handout by Alvera M. Stern, Ed.D., for use at Youth and Shelter Services, Ames, Iowa, 1981. Used with permission.

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SUICIDE AMONG ADOLESCENTS: EARLY WARNING SIGNS

Suicide among adolescents has tripled over the past 20 years. The reasons for this increase and the reasons why individual young people attempt suicide are complex. Caring adults can learn to recognize early warning signs which may indicate that an adolescent is considering a self-destructive act. Any single behavior must be interpreted within the broader context of the youth's history and usual behavior. However, it is better to respond to questionable behavior than to ignore behavior because you are not certain it is a warning sign.

Early Warning Signs

1) Direct suicide threats or comments such as "I wish I were dead." "My family would be better off without me." "I have nothing to live for."

2) A previous suicide attempt, no matter how minor. Four out of five people who commit suicide have made at least one previous attempt.

3) Preoccupation with death in music, art, and personal writing.

4) Loss of a family member, pet, or boy/girl friend through death, abandonment, break-up.

5) Family disruptions such as unemployment, serious illness, relocation, divorce.

6) Disturbances in sleeping and eating habits and in personal hygiene.

7) Declining grades and lack of interest in school or hobbies that had previously been important.

8) Drastic changes in behavior patterns, such as a quiet, shy person becoming extremely gregarious.

9) Pervasive sense of gloom, helplessness, and hopelessness.

10) Withdrawal from family members and friends and feelings of alienation from significant others.

11) Giving away prized possessions and otherwise "getting their affairs in order."

12) Series of "accidents" or impulsive, risk-taking behaviors. Drug or alcohol abuse, disregard for personal safety, taking dangerous dares.

What To Do

1) Ask direct, straightforward questions in a calm manner. "Are you thinking about hurting yourself?"

2) Assess the seriousness of the suicidal intent by asking questions about feelings, important relationships, who else the person has talked with, and the amount of thought given to the means to be employed. If a gun, pills, rope, or other means has been procured and a specific plan has been developed, the situation is very dangerous. Stay with the person until help arrives.

3) Listen and be supportive, without giving false reassurances.

4) Encourage the young person to get professional help and assist the person in doing so.

What Not To Do

1) Do not ignore warning signs.
2) Do not refuse to talk about suicide if a young person approaches you.
3) Do not react with horror, disapproval, or repulsion.
4) Do not offer false reassurances ("Everything will be all right.") or platitudes and simple answers ("You should be thankful for...").
5) Do not abandon the young person after the crisis has passed or after professional counseling has begun.

Some Recommended Reading on Adolescent Suicide

Klagsbrun, Frances. Too Young to Die: Youth and Suicide. Boston, MA: Houghton Mifflin, 1976.

Mack, John, and Holly Hickler. Vivienne, The Life and Suicide of an Adolescent Girl. Boston, MA: Little, Brown & Co., 1981.

McKenry, Patrick C., Carl L. Tischer, and Karen L. Christman. "Adolescent Suicide and the Classroom Teacher." Journal of School Health, 50 (1980), 130-132.

O'Roark, Mary Ann. "The Alarming Rise in Teenage Suicide." McCall's, January 1982, pp. 14-22, 120.

Suicide Prevention and Crisis Center of San Mateo County, California and the American Association of Suicidology. Suicide in Youth and What You Can Do About It: A Guide for School Personnel. Available from Health Information Services, Merck, Sharp & Dohme, West Point, PA 19486. A guide for students is also available.

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SIGNS OF SERIOUS DISTURBANCE

Some adolescent behavior, while irritating or worrisome to parents, is not dangerous for the teenager. Other behavior, however, if intense and persistent, can be a sign of deeper and more severe problems with serious consequences for the teenager's well being. Serious disturbance, evident only in about 20% of all adolescents, rarely appears for the first time in adolescence. Most families need professional help to deal with the problems. The following are some signs of emotional disturbance in adolescents:

1) The adolescent is withdrawn for long periods of time and shows no interest in others.

2) The adolescent has no friends of the same age and is not integrated into a peer group.

3) The adolescent is docile, never acts independently, never initiates activities.

4) The adolescent continually runs away from home or school.

5) The adolescent frequently gets into fights and physically abuses others.

6) The adolescent engages in indiscriminate sexual activity with a number of partners.

7) The adolescent is often drunk or under the influence of drugs.

8) The adolescent loses a dangerous amount of weight out of excessive concern for appearance.

A young person who exhibits these behaviors will not stop or change as a result of lectures, stricter rules, or punishment. Professional help may be necessary.

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RISK-TAKING BEHAVIOR AND YOUNG ADOLESCENTS

Evaluation Form

A. THE CONFERENCE AS A WHOLE

Please check the number which best expresses your reaction on each of the following items.

1. The quality of the material presented was:
   (inferior) __1 __2 __3 __4 __5 (superior)

2. The subject matter presented was:
   (too simple) __1 __2 __3 __4 __5 (too complicated)

3. The coverage of the subject was:
   (inadequate) __1 __2 __3 __4 __5 (adequate)

4. Considering the content of the conference, the mode of instruction was:
   (very ineffective) __1 __2 __3 __4 __5 (very effective)

5. The time allowed to ask questions or to seek clarification was:
   (too short) __1 __2 __3 __4 __5 (too long)

6. Considering the amount of material covered, the time allotted for each session was:
   (too short) __1 __2 __3 __4 __5 (too long)

7. I expect to find this conference:
   (not at all useful) __1 __2 __3 __4 __5 (highly useful)

8. The facilities in which the conference was held were:
   (very poor) __1 __2 __3 __4 __5 (excellent)

9. Overall, I consider this conference:
   (very poor) __1 __2 __3 __4 __5 (excellent)

10. Describe the strongest feature of the conference.

11. Describe the weakest feature of the conference.

12. What changes would you like to suggest regarding the conference?

13. What do you perceive to have been the overall purpose of the conference in terms of content?

14. What do you feel you will be able to do now that you have attended this conference that you could not have done before?

B. THE WORKSHOP LEADERS

The sponsors and leaders depend on your feedback to improve future conferences. Please provide constructive criticism to help them, pointing out their weaknesses as well as praising their strengths. Please answer the following questions for each session you attended.

I. Introduction and Orientation to the Conference

1. The leader's knowledge of the subject was:
(very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
(very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
(very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

II. WORKSHOP A: Understanding Young Adolescents

1. The leader's knowledge of the subject was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

III. WORKSHOP B: Understanding Young Adolescents and Risk-Taking Behavior

1. The leader's knowledge of the subject was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

IV. WORKSHOP C: Alternatives to Dangerous Risk-Taking Behavior

1. The leader's knowledge of the subject was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

VII. Recommended Reading

Risk-Taking Behavior and Young Adolescents

Two bibliographies are included. One lists books for parents and professionals, and the other lists materials written for young adolescents. The materials for early adolescents deal with a variety of topics related to risk taking, decision making, and peer pressure. The bibliography for adults includes resources on normal young adolescent development, risk taking, and special topics related to risk-taking behavior. Our review of the current research and literature has yielded only three references that deal with risk taking within the context of normal early adolescent development, so this planning guide itself is an important contribution to the existing resources.

The bibliographies are not intended to be comprehensive lists of materials in the other topic areas. Instead, the items listed were selected because they are among the best resources for professionals, parents, and young adolescents.

It is recommended that copies of the bibliographies be made available to conference participants. The Center for Early Adolescence grants permission to the conference sponsor to reproduce these bibliographies for distribution at the conference "Risk-Taking Behavior and Young Adolescents." They may not be reproduced for any other purpose.

An asterisk (*) appears beside items on the bibliography for parents and professionals which should be included among the display materials. Additional items as well as local resources can be added to te display.

READING ON EARLY ADOLESCENCE

P = Parents Pr = Professionals B = Both
* = Recommended for display at the conference

Risk Taking

Pr Martin, Kaye, Miriam Black, and Charlotte Walter. It's Up to Me: Decision Making for Grades 5-8. Van Nuys, CA: Project Focus, 1980.

Curriculum guide for teachers and youth group leaders for use with 4th through 8th graders. Exercises deal with values, self-concept, and decision making are outlined in detail. A good "how to" book.

B *Risks to Take, Choices to Make: Social Decision Making in Adolescence. Newton, MA: Education Development Center, 1981.

Excellent workbook for adolescents that can be used by individuals or groups. Covers decision making, facts about alcohol use, sexual behavior, and marijuana use, taking dangerous risks, peer pressure, when to say "no" and when to say "yes."

Pr Tonkin, Roger S. Child Health Profile: Violence in Adolescence. Vancouver, BC: University of British Columbia, 1981.

Explores risk taking and violence among teenagers in British Columbia. Discusses accidents, suicide, homicide, and delinquency.

Early Adolescent Development

Pr Adelson, Joseph, ed. Handbook of Adolescent Psychology. New York: Wiley & Sons, 1980.

Pr Elkind, David. "Understanding the Young Adolescent." Adolescence, 13 (1978), 127-133.

B *Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

B *Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

Pr *Kagan, Jerome, et al. Twelve to Sixteen: Early Adolescence. New York: Norton, 1972. (Also published in Daedalus, 100, No. 4, [1971].)

Pr *Konopka, Gisela. Young Girls: A Portrait of Adolescence. Englewood Cliffs, NJ: Prentice-Hall, 1976.

B *Lipsitz, Joan. "Adolescent Development: Myths and Realities." Children Today, 8, No. 5 (1979), pp. 2-7.

Family Life

P *Bienvenu, Millard J., Sr. Parent-Teenage Communication. Public Affairs Pamphlet No. 438. New York: Public Affairs Committee, 1969. (20 pp.)

B Elkind, David. The Hurried Child: Growing Up Too Fast, Too Soon. Reading, MA: Addison-Wesley, 1982.

B *Fine, Louis I. After All We've Done For Them: Understanding Adolescent Behavior. Englewood Cliffs, NJ: Prentice-Hall, 1977.

B *Schowalter, John E., and Walter R. Anyan. The Family Handbook of Adolescence. New York: Alfred A. Knopf, 1979.

B *Smith, Barbara. "Adolescent and Parent: Interaction Between Developmental Stages." Center Quarterly Focus. St. Paul, MN: Center for Youth Development and Research, Fall 1976.

B *Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1980.

Sexual Development

B *American Academy of Pediatrics/American Library Association/ Planned Parenthood Federation of America. Sex Education for Adolescents: A Bibliography of Low-Cost Materials. Chicago: American Library Association, 1980.

B *Calderone, Mary S., and Eric W. Johnson. The Family Book About Sexuality. New York: Harper & Row, 1981.

Pr Gordon, Sol, Peter Scales, and Kathleen Everly. The Sexual Adolescent: Communicating With Teenagers About Sex. North Scituate, MA: Duxbury Press, 1979.

P *Hofstein, Sadie. Talking to Preteenagers About Sex. Public Affairs Pamphlet No. 476. New York: Public Affairs Committee, 1972. (24 pp.)

B *How to Talk to Your Teenagers About the Facts of Life. Rev. ed. New York: Planned Parenthood Federation of America, 1981. (23 pp.)

Pr Lipsitz, Joan. "Sexual Development of Young Adolescents." Carrboro, NC: Center for Early Adolescence, 1980.

Alcohol and Substance Use

B *Albrandi, Tom. Young Alcoholics. Minneapolis, MN: Compcare Publications, 1978.

B Moses, Donald A. and Robert E. Burger. Are You Driving Your Children to Drink? Coping With Teenage Alcohol and Drug Abuse. New York: Van Nostrand Reinhold, 1975.

B *Tessler, Dianne Jane. Drugs, Kids and Schools: Practical Strategies for Educators and Other Concerned Adults. Santa Monica, CA: Goodyear, 1980.

Adolescent Suicide

B *Klagsburn, Frances. Too Young to Die: Youth and Suicide. Boston: Houghton Mifflin, 1976.

B *Mack, John, and Holly Hickler. Vivienne, The Life and Suicide of an Adolescent Girl. Boston, MA: Little, Brown & Co., 1981.

Pr *McKenry, Patrick C., Carl L. Tischer, and Karen L. Christman. "Adolescent Suicide and the Classroom Teacher." Journal of School Health, 50 (1980), 130-132.

B *O'Roark, Mary Ann. "The Alarming Rise in Teenage Suicide." McCall's, January 1982, pp. 14-22, 120.

B *Suicide Prevention and Crisis Center of San Mateo County, California and the American Association of Suicidology. Suicide in Youth and What You Can Do About It: A Guide for School Personnel. Available from: Health Information Services, Merck, Sharp and Dohme, West Point, PA 19486. A guide for students is also available.

Special Topics

Chilman, Catherine S. Adolescent Sexuality in a Changing American Society. DHEW Publication No. (NIH) 79-1426. Washington, DC: GPO, 1979.

DO IT NOW Foundation, an organization that provides factual information on drug abuse, and publishes many excellent pamphlets. Write: DO IT NOW Foundation, Institute for Chemical Survival, P.O. Box 5115, Phoenix, AZ 85010.

Koestler, Frances. Runaway Teenagers. Public Affairs Pamphlet No. 552. New York: Public Affairs Committee, 1977. (28 pp.)

Schwarz, Meg. TV and Teens: Experts Look at the Issues. Reading, MA: Addison-Wesley, 1982.

From: "Risk-Taking Behavior and Young Adolescents," A Planning Guide for a one-day Conference.

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RISK TAKING
READING FOR YOUNG ADOLESCENTS

Fiction

Bosworth, J. Allan. All the Dark Places. New York: Doubleday, 1968.

Pete Torin sets off in his own to explore a cave, ignoring safety standards.

Corimer, Robert. The Chocolate War. New York: Pantheon, 1974 (Dell).

A student refuses to participate in the school candy sale and must deal with the resulting pressure exerted by his peers.

Eyerly, Jeanette. See Dave Run. Philadelphia: Lippincott, 1978.

Fifteen-year-old Dave Hendry runs away to Colorado. His story is narrated by the people who have known him.

Go Ask Alice. Anonymous. New York: Prentice-Hall, 1971 (Avon).

Fictional diary of a young girl who accidentally falls into the drug trap by way of a teenage acid party.

Greene, Shep. The Boy Who Drank Too Much. New York: Viking, 1979.

A hockey player is also an alcoholic.

Jeffries, Roderic. Trapped. New York: Harper & Row, 1972.

Gerry accepts Bert's dare to go hunting during low tide. Their boat disappears during a snow storm and the boys must struggle to survive.

Mann, Peggy. Twelve is Too Old. New York: Doubleday, 1980.

First person account of a young girl's struggle with what it means to be twelve, including decisions about drugs and friends.

Zindel, Paul. The Pigman. New York: Harper & Row, 1968 (Bantam).

Two sophomores befriend an old man but their relationship ends tragically when their friends persuade them to use the old man's house for a party.

Nonfiction

Hyde, Margaret O. Addictions. New York: McGraw-Hill, 1978.

Information about a variety of compulsive behaviors.

Hyde, Margaret O. Alcohol: Drink or Drug? New York: McGraw-Hill, 1974.

Informative, non-moralizing introduction to alcohol use and abuse.

Hyde, Margaret O., ed. Mind Drugs. New York: McGraw-Hill, 1974.

Social, psychological, and physical effects of marijuana, alcohol, LSD, heroin, and barbiturates. Alternatives to drug abuse are discussed.

Hyde, Margaret O. My Friend Wants to Run Away. New York: McGraw-Hill, 1979.

Deals with the reasons young people run away, the results of running away, and gives some sources of help.

Hyde, Margaret O. and Elizabeth Held Forsyth. Suicide, the Hidden Epidemic. New York: Franklin Watts, 1978.

Discussing the causes and methods of prevention of suicide, including specific information on teenage deaths.

Madison, Arnold. Runaway Teens. New York: Elsevier/Nelson, 1979.

Case studies of runaway children. Well researched, informative. Useful for children, parents, and those who come into contact with children who may be thinking of running away.

Madison, Arnold. Suicide and Young People. New York: Seabury Press, 1978.

A survey of youth suicide with suggestions for prevention.

Mann, Marty. Marty Mann Answers Your Questions About Drinking and Alcoholism. New York: Holt, Rinehart & Winston, 1970.

Direct and honest.

Risks to Take, Choices to Make: Social Decision Making in Adolescence. Newton, MA: Education Development Center, 1981.

A workbook for individuals or groups of adolescents (13 or 14 years old and older). Could be used in classrooms or youth groups as a discussion guide.

From: "Risk-Taking Behavior and Young Adolescents," A Planning Guide for a one-day Conference.

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UNDERSTANDING EARLY ADOLESCENCE: AN OVERVIEW

developed by

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and

The National Mental Health Association

Understanding Early Adolescence: An Overview

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VI. Handouts and Evaluation Form 215

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ENCLOSURES

"Adolescent Development: Myths and Realities" by Joan Lipsitz . . . inside cover

Early Adolescence: What Parents Need to Know by Anita Farel . . inside cover

How to Talk to Your Teenagers About the Facts of Life by Planned Parenthood Federation of America . . . . . inside cover

Understanding Early Adolescence: A Framework by John P. Hill . . inside cover

Understanding Families With Young Adolescents by Laurence D. Steinberg . . . . . inside cover

I. PURPOSE AND GOALS

"Understanding Early Adolescence: An Overview"

Purpose

This conference will provide participants with a basic understanding of normal, healthy development of young adolescents (ages 10 to 15), with an emphasis on family interaction, sexual development, and risk-taking behavior.

Goals

Participants will:

- understand the normal physical, intellectual, and socio-emotional development of young adolescents;
- understand family interactions between young adolescents and their mid-life parents;
- learn what young adolescents want to know about sexuality and how to talk with them;
- understand the nature of risk-taking behavior in early adolescence.

Audience

The conference is primarily for parents of 10- to 15-year-olds. However, professionals such as teachers and youth workers, as well as volunteers with the Scouts, 4-H, and religious youth groups, will find the conference beneficial.

The workshop is designed for between 10 and 20 participants. Alterations in scheduling and in activities may be necessary for fewer or more participants.

II. KEYNOTE ADDRESS

"Early Adolescent Development: Myths and Realities"

Purpose

To provide an overview of the normal, healthy development of young adolescents. This presentation will focus on three domains of development: physical/sexual, cognitive, and socio-emotional.

Objectives

Participants will:

- understand the physical/sexual, cognitive, and socio-emotional development of young adolescents;
- understand the diversity and variabililty of normal, healthy adolescent development;
- distinguish between prevalent myths about adolescence and what most young adolescents are really like.

Time

45 minutes.

Materials and Equipment Needed

As requested by the speaker.

Note to the Speaker

Enclosed in this planning guide is the article Adolescent Development: Myths and Realities which focuses on the healthy development of young adolescents. The information contained in this article should be incorporated into your presentation, along with information from "Recommended Reading." Emphasis should be placed on the normal variability in early adolescent development and the dramatic developmental changes that occur during this time. Our society's prevalent myths about adolescence and how these myths harm young people should be fully discussed.

As a professional with expertise in this area and as an experienced speaker, you will probably adapt this speech to fit your personal style. Remember, however, that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter or supplement the content, carefully review your plans to be certain that you will effectively fulfill the

objectives. Your review of the planning guides for the workshops led by others will enable you to link your speech with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Recommended Reading for the Speaker

Elkind, David. "Understanding the Young Adolescent." Adolescence, 13 (1978), 127-133.

*Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

Kagan, Jerome, et al. Twelve to Sixteen: Early Adolescence. New York: Norton, 1972. (Also published in Daedalus, 100, No. 4 [1971].)

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*A copy of this publication is included in the planning guide.

III. WORKSHOP A

"Issues in Family Interaction"

Purpose

To acquaint participants with the dynamics of adolescence and mid-life and how these dynamics may affect family life.

Objectives

Participants will:

- understand some characteristics of normal, healthy young adolescents;
- identify some characteristics of mid-life adults,
- identify how the dynamics of adolescence and mid-life can affect normal family interactions;
- discuss ways of enhancing positive family interaction and dealing with negative interaction.

Time

One hour, 15 minutes:

15 min.	Introduction
30 min.	HANDOUT/Mini-Lecture/Discussion: Young Adolescents, Parents, and Family Interaction
25 min:	Discussion: Family Interaction: What do you do when...?
5 min.	Closure

Materials and Equipment

Flipchart, newsprint and tape, or chalkboard
Felt-tip markers or chalk
Handouts:

1) Young Adolescents, Parents, and Family Interaction
2) Adolescent and Parent: Interaction Between Developmental Stages by Barbara Smith

Note to the Leader

This training outline is intended to provide you with the content and a suggested design for the workshop. As a professional with expertise in this area and as an experienced trainer, you will probably adapt the design to fit your personal style. Remember, however, that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter the design or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your workshop with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Recommended Reading for the Leader

*Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

*Smith, Barbara. "Adolescent and Parent: Interaction Between Developmental Stages." Center Quarterly Focas. St. Paul, MN: Center for Youth Development and Research, Fall 1976.

*Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1980.

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*A copy of this publication is included in the planning guide.

Activities Outline for Workshop A

Introduction (15 min.)

Introduce yourself as the workshop leader. Explain that the purpose of this workshop is to examine family life with young adolescents by looking at the unique characteristics of 10- to 15-year-olds and their mid-life parents.

Introduce the idea that as children begin the changes of adolescence, parents are usually beginning the changes of mid-life. How parents see their emerging adolescents is colored by the changes they themselves are experiencing. There are some things they like and enjoy about their teens and some things they dislike or that concern them about their teens. Ask the participants to name some things they like and enjoy or dislike and are concerned about with their young adolescents. List their responses on a flipchart or chalkboard like this:

Like/Enjoy	Dislike/Concern

Encourage participants to brainstorm, not discuss in detail.

After 10 to 12 minutes, end the brainstorming by acknowledging both the number of items and the depth of feelings expressed.

HANDOUT/Mini-Lecture/Discussion (30 min.)

"Young Adolescents, Parents, and Family Interaction"

Distribute the handout Young Adolescents, Parents, and Family Interaction, explaining that the chart outlines the most significant features of early adolescence and mid-life. Using this handout and the handout Adolescent and Parent: Interaction Between Developmental Stages by Barbara Smith as your resources, deliver a brief lecture on the material. Throughout the lecture, ask the participants for examples and encourage them to make comments and pose questions. When appropriate, refer to the list of likes and dislikes generated by the group during the Introduction. Comment (or ask the participants to comment) about insights into their likes and dislikes that they may offer during your lecture/discussion.

Distribute copies of the handout by Barbara Smith to participants at the close of the session.

Discussion (25 min.)

"Family Interaction: What do you do when...?"

Bring the participants' attention to the last column on the handout Young Adolescents, Parents, and Family Interaction. Ask them to describe family situations in which their concerns as mid-life adults and the developmental needs and concerns of their young adolescents interact in either a positive or negative fashion. Offer a positive example to get the group started.

After several actual situations have been described and you are certain the participants understand the connection between developmental stages and family dynamics, discuss some ideas for enhancing positive family interaction and dealing with negative interaction. Encourage the group members to answer the question "What do you do when...?" for each other, sharing approaches that work for them.

Emphasize the uniqueness of each family, each parent, and each young adolescent. What promotes positive interaction in one family may not work in another, but this sharing will give participants new ideas. It will also help them see that other parents share many of their questions and concerns. It is your responsibility as the leader to ensure that the developmental characteristics of young adolescents are considered when discussing how to enhance or deal with family interactions.

Closure (5 min.)

Ask the participants for questions that have gone unanswered. Provide further resources and information as necessary. Summarize the workshop, pointing out that families are complicated. Recognizing that individual family members' needs and roles change over time and adapting relationships accordingly is a key to positive family interactions.

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IV. WORKSHOP B

"Issues in Sexual Development"

Purpose

To help participants talk to young adolescents about sex and sexual development.

Objectives

Participants will:

- understand what it is that young adolescents want and need to know about sex;
- review suggestions on how to talk with young adolescents about sex,
- browse through a variety of materials that are available to them and to young adolescents;
- become familiar with local resources for information and help.

Time

One hour, 15 minutes:

5 min.	Introduction
15 min.	Listing/HANDOUT: What Young Adolescents Want and Need to Know About Sex
30 min.	Film/Discussion: Getting Answers to the Question: "Am I Normal?"
20 min.	HANDOUT/Discussion: Tips for Talking to Young Adolescents About Sexuality
5 min.	Display and Closure

Materials and Equipment

Flipchart, newsprint and tape, or chalkboard
Felt-tip markers or chalk
16mm projector
Take-up reel
Screen

Film:
"Am I Normal?" (Can be rented from: New Day Films, P.O. Box 315, Franklin Lakes, New Jersey 07417 (201)891-8240. It may also be available from local or state film libraries.)

Display materials: See Section VII, section titled "Sexual Development," for suggested materials.

Handouts:
1) What Young Adolescents Want and Need to Know About Sex
2) How to Talk to Your Teenager or brochure How to Talk to Your Teenagers About the Facts of Life
3) Resource List of Local Agencies and Professionals (This handout is to be prepared by the workshop leader or conference planners. It should include organizations such as libraries, schools, churches and synagogues, and youth organizations that have sex information resources available. It should also include specific sex education, adolescent pregnancy, and prevention programs. Individuals such as physicians, nurses, clergy, social workers, teachers, psychologists, counselors, etc., who provide sexuality services to parents or young adolescents should be listed.)

Note to the Leader

This training outline is intended to provide you with the content and a suggested design for the workshop. As a professional with expertise in this area and as an experienced trainer, you will probably adapt the design to fit your personal style. Remember, however, that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter the design or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your workshop with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Since one objective for this session is to introduce resource people and materials, it is important that a wide variety of display materials be available for inspection by participants. Suggested materials are listed on page 231. Your local health department, schools, public library, Planned Parenthood, and religious

organizations may be able to provide assistance in setting up a comprehensive display. It is also important to develop a resource list of local agencies and professionals who provide information and help to parents and young adolescents on the isssue of sexuality. This resource list is the only handout that is not included in this planning guide. (See "Handouts" in above section.)

You will probably want to include resources dealing with family planning, pregnancy, and venereal disease, but keep the focus of the workshop and the display on helping parents and children understand puberty, on family communication, and on developing healthy sexual attitudes and behavior.

Recommended Reading for the Leader

*Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

Gordon, Sol, Peter Scales, and Kathleen Everly. The Sexual Adolescent: Communicating With Teenagers About Sex. North Scituate, MA: Duxbury Press, 1979.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

Hofstein, Sadie. Talking to Preteenagers About Sex. Public Affairs Pamphlet No. 476. New York: New York Public Affairs Committee, 1972. (24 pp.)

*Lipsitz, Joan. "Adolescent Development: Myths and Realities." Children Today, 8, No. 5 (1979), pp. 2-7.

*Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1980.

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*A copy of this publication is included in the planning guide.

Activities Outline for Workshop B

Introduction (5 min.)

Introduce yourself as the workshop leader.

Explain that the purpose of the workshop is to help participants talk to their young adolescents about sexuality. Explain that the focus of the workshop will be on children who are going through puberty, but that parents of younger and older children will probably discover information and resources that will be helpful.

Bring the group's attention to the display of materials. Inform them that they will have time near the end of the workshop to browse through the materials and ask questions about specific items.

Listing/HANDOUT (15 min.)

"What Young Adolescents Want and Need to Know About Sex"

Ask the participants to list specific concerns and questions they think their young adolescents have about sexual matters. Insist that their responses be what they think their children want to know, not what they as parents or professionals want young adolescents to know. List their responses on the flipchart. List as many topics as possible in five minutes. Do not discuss the responses at this point.

Pass out the handout What Young Adolescents Want and Need to Know About Sex and ask the participants to read the questions asked by 5th, 6th, and 7th graders when they were allowed to ask anything they wanted to know about sex.

Discuss the handout by suggesting that what young adolescents want to know falls into four categories:

1) understanding their own changing bodies;

2) knowing the mechanics of intercourse and conception;

3) understanding human relationships and sexuality;

4) defining values related to relationships and sexuality.

Stress that all of these questions reflect a normal, healthy curiosity about sex.

Invite the participants to look at the similarities and differences between their list of what they think their young adolescents want to know and the list of questions from young adolescents.

Film/Discussion (30 min.)

"Getting Answers to the Question: Am I Normal?"

Note to the leader: You should preview the film several days before the workshop and be well informed about its content. Prior to the start of this workshop, set up the projector and make sure it will run properly.

Explain that the purpose of viewing the film is twofold: 1) to see how a typical young adolescent boy copes with puberty and his emerging sexuality; and 2) to see how he obtains information to help him understand what is happening to him.

Run the film.

Begin the discussion by asking an open-ended question such as "What thoughts and feelings did this film leave you with?" As the discussion proceeds, guide the group to consider more specific questions, such as:

- Why is "Am I normal?" an important issue for young adolescents?
- What other questions was Jimmy asking?
- List Jimmy's sources for information about sexuality. Which were reliable? Which provided misinformation?
- Which adults were helpful to Jimmy? Describe their reactions to his questions.
- Which adults were not helpful to Jimmy? Describe their reactions to his questions.
- What did you learn about talking about sex from this film?

HANDOUT/Discussion (20 min.)

"Tips for Talking to Young Adolescents About Sexuality"

Note to the leader: You will use either the handout How to Talk to Your Teenager or the brochure How to Talk to Your Teenager About the Facts of Life, from which this handout is reprinted. If at all possible, the conference planners should purchase a copy of the brochure for each participant. Information for ordering this excellent brochure is presented on page 215 of this planning guide.

Distribute the handout or brochure to the participants and ask them to read either the entire handout or pages 5 and 6 of the brochure.

Lead the group in discussing the handout, making sure the following points are made:

1) It is difficult for most parents and their young adolescents to talk about sex. This difficulty is not in itself an indication of a poor relationship between a parent and a child.

2) Each family, each parent, and each young adolescent is different. There are no simple, prescriptive answers to what to say and how to say it.

3) Parents transmit their attitudes to their children in numerous ways. Be aware of your values so you will know what your children are learning from you. Be honest in discussing your attitudes, but expect and allow your teen to question your values and attitudes.

4) Teens are interested in much more than sexual intercourse, conception, and contraception. They need parents to talk with them about the quality of relationships, about values, and about that ever important question of puberty: "Am I normal?"

5) Young adolescents need their parents as sources of information, values, and guidance. The peer group is becoming increasingly important, but that does not mean that parents become less important. Most adolescents report that they like and respect their parents and depend upon them for help in making big decisions.

Display and Closure (5 min.)

Emphasize the parent's responsibility to provide both accurate information and basic values about sexuality. Recognize that most parents and young adolescents have difficulty talking about sex. Suggest that they are not alone as they seek to fulfill this responsibility. There are excellent printed materials, audiovisuals, and other adults available to help them. It is up to them to select the resources that will be most helpful to them and their young adolescents.

Invite the participants to browse through the materials on display. Point out the HANDOUT on local sources of information and help. Clearly mark any other free material. When it is time to adjourn the session, invite the participants to continue to browse until it is time to move to the next conference activity. Assure them that the display materials will be available for their continued browsing during the breaks and after the close of the conference. You should be available to answer questions and direct participants to particularly helpful resources.

V. WORKSHOP C

"Issues in Risk-Taking Behavior"

Purpose

To provide participants with a basic understanding of how various risk-taking behaviors can be a part of normal early adolescent development (ages 10 to 15). What adults can do to help protect young adolescents from harm will be discussed.

Objectives

Participants will:

- examine the unique developmental characteristics of young adolescents that make them especially vulnerable to both positive and potentially dangerous risk-taking behavior;
- understand that some risk taking is an essential and healthy ingredient in the lives of 10- to 15-year-olds;
- become aware of the range of behaviors that may become dangerous for young adolescents;
- examine some explanations that young adolescents offer for involvement in risk-taking behaviors;
- discuss positive approaches adults can take to protect young adolescents from harm while promoting healthy growth.

Time

One hour, 15 minutes:

15 min.	Introduction
20 min.	Listing/Discussion: Risk-Taking Behavior
15 min.	HANDOUT/Discussion: How Adolescents Explain Their Involvement in Risk-Taking Behavior
20 min.	HANDOUT/Discussion: What Adults Can Do to Help Protect Young Adolescents From Harm
5 min.	Closure

Materials and Equipment

Flipchart, newsprint and tape, or chalkboard
Felt-tip markers or chalk
Handouts:

1) How Young Adolescents Explain Their Involvement in Risk-Taking Behavior
2) What Adults Can Do
3) Signs of Serious Disturbance

Note to the Leader

This training outline is intended to provide you with the content and a suggested design for the workshop. As a professional with expertise in this area and as an experienced trainer, you will probably adapt the design to fit your personal style. Remember, however, that it is your responsibility to fulfill the purpose and objectives for the session by presenting the content outlined. If you alter the design or supplement the content, carefully review your plans to be certain that you will effectively fulfill the objectives. Your review of the planning guides for the workshops led by others will enable you to link your workshop with the rest of the conference. Joint planning or at least a telephone conference with the other leaders will prevent duplication and ensure continuity for participants.

Recommended Reading for the Leader

Literature that addresses risk taking among young adolescents is scarce. Materials that deal with some of the dramatic outcomes of dangerous risk taking (such as adolescent pregnancy, substance abuse, delinquent acts, or suicide) seldom consider the unique cognitive and socio-emotional changes taking place in 10- to 15-year-olds that make them vulnerable to harm from risk taking. Other forms of dangerous behavior, such as "accidents," athletic injuries, and "the dumb things that kids do" are seldom related to risk taking. Therefore, only two resources relating directly to risk-taking behavior are listed. Other materials listed will provide the workshop leader with a sound background in early adolescent development.

Adolescent Development

Elkind, David. "Understanding the Young Adolescent." Adolescence, 13 (1978), 127-133.

*Farel, Anita M. Early Adolescence: What Parents Need to Know Carrboro, NC: Center for Early Adolescence, 1982.

*Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

Kagan, Jerome, et al. Twelve to Sixteen: Early Adolescence. New York: Norton, 1972. (Also published in Daedalus, 100, No. 4 [1971].)

*Lipsitz, Joan. "Adolescent Development: Myths and Realities." Children Today, 8, No. 5 (1979), pp. 2-7.

Simmons, Roberta G., et al. "Entry into Early Adolescence. The Impact of School Structure, Puberty, and Early Dating on Self-Esteem." American Sociological Review, 44 (1979), 948-967.

Risk Taking

Risks to Take, Choices to Make: Social Decision Making in Adolescence. Newton, MA: Education Development Center, 1981.

Tonkin, Roger S. Child Health Profile: Violence in Adolescence. Vancouver, BC: University of British Columbia, 1981.

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*A copy of this publication is included in the planning guide.

Activities Outline for Workshop C

Introduction (15 min.)

Introduce the objectives for this workshop and include the following ideas in an introduction to risk-taking behavior. Risk taking is a part of life for everyone. Applying for a new job, going mountain climbing, rescuing a child from a house fire, and standing up for your beliefs in a heated discussion are forms of risk taking that we as adults experience. Risk taking is a normal part of growing up for young adolescents. Trying out for the class play, venturing a "hello" to a new student, and cooking the family dinner are situations where young adolescents take risks. Risks can help young adolescents grow, feel good about themselves, help others, and begin to feel safe and competent in their world. Not all risks are bad or dangerous.

However, young adolescents lack the experience and cognitive ability to exercise sound judgment in every situation. They are very susceptible to peer pressure, adult role models, and media messages. Their vulnerability can lead to dangerous and even life-threatening situations.

Your introductory mini-lecture should review basic information on the normal physical, cognitive, and socio-emotional changes of early adolescence that were presented in the keynote address. The Lipsitz article included in Section IV of this planning guide and the recommended reading on early adolescent development will provide information for your mini-lecture. Special attention should be paid to the changes (listed below) that make 10- to 15-year-olds most vulnerable to risk-taking behavior.

Physical changes:

- testing of new body strength and size.

Cognitive changes:

- fledgling abilities to think abstractly;
- continued reliance upon concrete thinking skills in many areas.
- imaginary audience,
- personal fable.

Socio-emotional changes:

- desire for increased autonomy,
- increase in peer influence;
- need to experiment with and learn new roles, behaviors, thoughts;

- newly emerging interests and abilities accompanied by a need for mastery, achievement, competence;
- need for mutual emotional intimacy with peers and adults,
- establishing a sense of identity as a unique human being,
- facing new desires, opportunities, decisions, and expectations with limited life experiences upon which to base decisions.

A final point should be made about the importance of parents to young adolescents. While one of the changes of this period is that of beginning to separate from parents, young adolescents continue to look to their parents for acceptance, affection, guidance, and limits.

Listing/Discussion (20 min.)

"Risk-Taking Behavior"

Ask the participants to name as many forms of potentially dangerous risk-taking behavior in which 10- to 15-year-olds may become involved as they can. If they have trouble getting started, ask them to think of things that they did as adolescents that could have been risky. Typically, the list will focus on such obvious acts as drug and alcohol use and reckless driving. You may wish to add the following information to your discussion of these obvious acts of risk taking:

1) Although illicit drug use among adolescents seems to have stabilized or declined, several recent surveys show that alcohol consumption is increasing.

2) A recent study in British Columbia showed that 76% of deaths among adolescents (ages 10-19) were the result of violence. The largest percentage of these violent deaths were related to motor vehicles. Unspecified accidents (such as drowning, recreational, overdose, and industrial accidents) accounted for another large percentage of the deaths. Suicide and homicide comprised approximately 16% of the deaths. Clearly, we must look beyond the traditional definitions of risk taking.

3) Young women ages 10 to 14 are the only group of women in this country for whom the birth rate is rising. Young adolescents are notoriously ill-informed on sexual matters and ill-prepared for sexual intercourse.

It is important to expand the participants' definitions of risk taking to include additional kinds of behavior. After the participants have named some risk-taking behaviors, read aloud two or three of the CASE STUDIES reported on the following pages. The purpose of reading these case studies is to prompt the participants to name behaviors that, while not inherently dangerous, can become dangerous because of young adolescents' vulnerability. Continue listing risk-taking behaviors after reading the case studies aloud. Your list should include specific kinds of "accidents," some sports such as motor-cross racing, rock climbing, and heavy contact sports, acts likely to be committed under peer pressure, and impulsive acts such as jumping into a shallow pool of water.

Close the listing activity by reminding the participants that you have expanded the list of potentially dangerous risk-taking behaviors to include behaviors not usually considered in popular thought about this issue.

CASE STUDIES

1. "We live right across the street from the Mystic River. They were just building the new boathouse over there. They had a dock and everything. It was, the water was all frozen. We were skating on the ice, a bunch of kids dared us to step near the dock and at first we weren´t too sure. But they said, oh come on, you chicken or something? So we did it and we fell in. Luckily, we were all right. My sister almost drowned. But luckily there was a guy and he saw what was going on, he hopped over the fence, he helped my sister up. Ever since then, never gone there in the winter, never. None of the other kids went on the ice. They went on it but only towards the end. But not where we were. We dare you to go over there. So we did it just to see what would happen. We fell through. Never again will I take a dare like that. If I don´t have to do it, I won´t do it. They don´t dare me to take drugs, or dare me to drink."

2. "I´ve gotten into a car that somebody has been drinking and they´re really loaded. You just say, let one of us drive, but a lot of times we´re just as bad as they are, so it doesn´t really matter. If the person takes it slow you´re pretty safe. Like at first people used to get all lead foot--lead-footed. But most of the people I know, they take it slow, although a couple of them go wild. I don´t like it, sometimes I´ll really start yelling at them or something. But I´d get in the car anyways because I figure what´s to be is going to happen. I´d rather be with someone who is safe, but I usually yell at them and they´ll stop going wild right away. It´s 50-50. How I drive myself has changed a lot since I have known a few people who have gotten into accidents and stuff. Nobody died, or nothing really bad, you know. But it takes them a while to get over it. And it´s changed my thought about--´cause I don´t want to die in a car, that would be the stupidest place, y´know. That would be the worst way to go, one of the worst. Die over something ridiculous, you know."

3. "Recently, we´ve had two kids die. It´s not nice to say but I think it´s helped a lot of kids. One boy--he got hit up on 93 on his roller skates and a lot of kids took that hard. Some of them are finally realizing things in life--you shouldn´t do this, you shouldn´t do that, and this is right and that´s wrong. His friend dared him to do it. He says, "Well, I´ll do it, I´ll go up and visit my mother, she´s up there." And all the kids tried to talk him out of it. He says, "No, no, I´ll do it," ´cause he already said it and I don´t think he wanted to back down to make him look like a fool, a baby, a chicken. He didn´t want that. He had to be Mr. Tough Guy and he had to do it and prove to his friends he wasn´t afraid. And that´s what it is, a lot of them--they say, "Oh, come on, are you afraid?" And then you want to do it, so you´re not left out. But inside you say, "I know I shouldn´t be doing this," but you have to take the risk ´cause you don´t want to lose them as your friends. This kid that died--he was only what, 17? 18? And he did have a lot of friends. He loved roller skating but his life had to end so soon and now all his friends--the kid that was with him when it happened, he hasn´t been outside since it happened. Since the accident, I haven´t seen him at all around. I think he´s going to stay inside for a while. ´Cause I think he thinks it´s partially his fault. But like they say,

try to talk him out of it, but it's just a shame to see that it's going to take a tragedy to straighten mostly everybody out."

4. "At 13 I'm hanging with a street gang. I risked my life several times, but one particular time they made me get out of the gang was when I had a fight with a group and almost lost my life that time. That's when I smartened up and got out of the gang. The whole left side of my face was bloody--blood was coming from my head and my eye was cut over my eye. And I was sitting in the bathroom and I was washing the blood off my face and I started thinking, you know, if I wasn't in this, what are all the different things I could be doing? And at that present time I was supposed to have been going to California to sing gospel and I was thinking, if I wouldn't have dropped out of what I was doing I wouldn't be hurting this time and I would still be traveling around, and I just like came to my senses at that time. I didn't really tell the people in the gang I didn't want to hang with them no more. I just said to them, "Uh, you know, this is not me, I'm not used to this." Now is sorta rough. Like every once in a while I'd be looking out my window and they're going to fight or something. I just don't know. Sometimes I just close my door and go in my room and go to sleep so I just don't have to think about it sometimes. Sometimes you miss the feeling, you know, of street fighting all the time. It was like--made you feel popular. And I just didn't like--pay no attention to nobody. I felt like anybody that wanted to talk me from out of being a street fighter, just didn't like me anymore. They just, you know, I just thought if you want to take me from street fighting, the one thing I like, you wasn't my friend. After a while I found out my real friends was the people that was not in the street gangs and everything. The people that was trying to keep me out of it. People I knew all the time I just wasn't listening to. Finally I had to come to my senses and face reality. This just wasn't for me. I was not used to this."

From: "Understanding Early Adolescence: An Overview," A Planning Guide for a one-day Conference.

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HANDOUT/Discussion (15 min.)

"How Adolescents Explain Their Involvement
in Risk-Taking Behavior"

Remind the participants of the importance of understanding the unique developmental changes that cause young adolescents to be especially vulnerable to participation in potentially dangerous risk taking. We will be successful in offering alternatives and preventing harm only if we match our strategies with what we know young adolescents need. Adults must understand that risk-taking behavior is often an attempt by young adolescents to meet their normal and healthy needs for.

- mastery and competence,
- power over their environment,
- testing of physical capabilities;
- goal accomplishment;
- individuality and uniqueness;
- physical intimacy,
- emotional intimacy;
- acceptance by the peer group;
- experimentation with a new behavior;
- appearance of maturity;
- escape from pressure.

List these needs on the flipchart or chalkboard and ask participants if they can think of other needs that young adolescents attempt to meet through taking risks. Give examples of specific behaviors you have listed that might meet each need mentioned.

Acknowledge that most young adolescents do not usually talk about their needs in the way that adults discuss them. They may not even be aware that their behavior is related to such needs. The gap between how we see needs being related to dangerous risk-taking behavior and how young adolescents view risk-taking behavior can be bridged by studying how young adolescents explain their involvement in such behaviors.

Distribute the handout How Adolescents Explain Their Involvement in Risk-Taking Behavior and give the participants a few moments to read it over. Lead the group to discuss the statements in light of your discussion of needs that are related to behaviors and their understanding of early adolescent physical, cognitive, and socio-emotional development.

HANDOUT/Discussion (20 min.)

"What Adults Can Do to Help Protect
Young Adolescents From Harm"

Acknowledge that many participants are probably thinking, "I understand risk-taking behavior better, but how do I help my 13-year-old understand this?" This is a complex question with no easy

answer. There are no magic words and no fool-proof approaches to prevent young adolescents from participating in potentially dangerous risk-taking behavior. We do not want all adolescents to refrain from all potentially dangerous risk taking. The 12-year-old who pulls his younger brother out of a raging house fire and the 14-year-old who saves a stranger from drowning take life-threatening risks. Also, while these are extreme examples of heroic behavior that few of us will ever experience, we want young adolescents to be confident and caring, as well as realistic and cautious. While we do not want young adolescents to take apparently foolish risks, we recognize the needs that are met through risk taking. We also understand how the normal physical, cognitive, and socioemotional changes of early adolescence make 10- to 15-year-olds especially vulnerable to harm.

Distribute the handouts What Adults Can Do and Signs of Serious Disturbance. Ask the participants to read the suggestions listed on What Adults Can Do. Lead the group to discuss the suggestions and to add other ideas to the list. Number 5 on the handout is an especially important suggestion to discuss because most communities provide few structured opportunities for young adolescents in the following areas:

1) opportunities to participate in the life of their schools, clubs, and communities in a way that makes real contributions to the community;

2) opportunities for positive peer interaction where young adolescents draw on each others' strengths;

3) opportunities for young adolescents to develop healthy, close, mutually satisfying relationships with adults other than their parents;

4) safe opportunities for young adolescents to test their new physical strengths, and

5) opportunities to practice decision making and expand their base of experience in situations where the stakes are relatively low and help is available to learn from mistakes.

Very often, 10- to 15-year-olds are too young to fit the guidelines for participation in activities offered for adolescents and too old to feel comfortable in activities designed for elementary-aged children. The boredom that results from a dearth of appealing but safe activities for young adolescents contributes to their engagement in potentially dangerous risk-taking behavior.

Keep the focus of your discussion on understanding normal early adolescent development, especially cognitive and socio-emotional development, and on the needs that are met during early adolescence through risk taking.

Closure (5 min.)

Ask the participants to summarize what they have learned about risk-taking behavior and why young adolescents become involved in potentially dangerous activities. If the following ideas are not mentioned, remind the participants that these are the major ideas that have been discussed.

1) Not all risk-taking behavior is dangerous or bad. Young adolescents take risks when they try out for teams, volunteer to answer a question in class, introduce themselves to a new person, or go out of their way to help another person. Some risk taking is essential if adolescents are to mature into fully functioning adults.

2) Our definition of potentially dangerous risk taking must be broadened to include activities that we do not typically think about. Such activities include many "recreational" activities and many "accidents."

3) Young adolescents often engage in risky activities in an attempt to meet psychological needs that they may or may not be aware of at the moment.

4) To understand why and how young adolescents become involved in potentially dangerous situations, it is essential to understand the normal physical, cognitive, and socio-emotional changes they are experiencing.

5) There are some things that parents can do to help their children make decisions about involvement in risky behaviors. However, this is a complex issue with no simple solutions or magic approaches.

VI. HANDOUTS AND EVALUATION FORM

The following handouts are to be used in the workshops to provide conference participants with valuable information and to promote discussion. They should be reproduced by the sponsoring agency and distributed at the appropriate time by the workshop leaders.

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Workshop A: "Issues in Family Interaction"

1) Young Adolescents, Parents, and Family Interaction

2) Adolescent and Parent: Interaction Between Developmental Stages by Barbara Smith

Workshop B: "Issues in Sexual Development"

1) What Young Adolescents Want and Need to Know About Sex

2) How to Talk to Your Teenager, or brochure How to Talk to Your Teenagers About the Facts of Life. Available for $.50 each or $18 per 100 from: Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, New York 10019.

3) Resource List of Local Agencies and Professionals

Workshop C: "Issues in Risk-Taking Behavior"

1) How Young Adolescents Explain Their Involvment in Risk-Taking Behavior

2) What Adults Can Do

3) Signs of Serious Disturbance

Evaluation Form

YOUNG ADOLESCENTS, PARENTS, AND FAMILY INTERACTION

	Young Adolescents (10-15 years old)	Parents (35-55 years old)	Family Interaction
Most Significant Feature	Rapid physical, intellectual, and emotional change	Rapid, physical, intellectual, and emotional change	Temporary disequilibrium, as relationships shift from dependency to interdependence
Physical Changes	Development of secondary sex characteristics	Perceptions of diminished sexual appeal	Possibility of parental ambivalence about child's sexual development
	Increased strength, stature	Perceptions of diminished strength, height	Child may be bigger, stronger than parent Parental expectations of mature behavior increase
	Development of reproductive capacity: menarche, ejaculation	Female anticipation of menopause--end of reproductive years. Male concern about virility.	New relationship with opposite-sex child; "incest taboo"; concern for sexual values and sex education; fear of adolescent pregnancy
Intellectual Changes	Onset of ability to think abstractly, to question and test adults' statements and evaluate adults' values. The world expands; possibilities and ideas seem endless and intriguing. Increased daydreaming.	Increased concern with rapid passage of time. Time is measured in terms of how much longer one will live. Concern for continuation of values. Need to feel one has contributed to future.	Parent's authority and rules are questioned. Child wants role in family decision making. Value-testing and differences in time perspective may cause tension. Child's ability to conceptualize may improve family communication.
Socio-Emotional Changes	Disturbances in self-esteem Heightened self-consciousness, sensitivity to criticism	Disturbances in self-esteem Sense of loss of control may increase criticism	Possibility of jealousy or rivalry: "clash of inferiority complexes."
	Beginning to consider future work roles and career	Career plateau and retrospective	Parent feels responsible for guidance Parent may resent child's options or may unconsciously seek vicarious role in child's social and career development
	Egocentric; need for privacy; increase in peer influence; increase in emotional attachments to peers and other adults Developing autonomy	Heightened extra-familial responsibilities; need to make changes in emotional losses--special needs or death of parents or friends, "empty nest"	Parent-and-child relationship moves from greater to lesser control: gradual increase in autonomy--with limits--for child. May be conflict between "letting go" and "hanging on." Sense of freedom as children become less dependent. Child can accept more responsibility
	Moving into highly regarded age group--young adulthood	Moving into less highly regarded age group--old age	Reciprocal desire for respect, reassurance, approval
	Developing sense of self	Developing new identity to incorporate physical, intellectual, and social changes	Shift in husband-wife roles and new options open to parents (wife's return to career, husband's increased interest in children). Possibility of marital and familial changes due to death or divorce Possibility of shared interests and activities

From: "Understanding Early Adolescence: An Overview," A Planning Guide for a one-day Conference.

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IN THIS ISSUE

the **Center Quarterly Focus** is on the interaction between two major developmental stages: adolescence and middle age. The discussion is set in the context of the family: parents and their adolescent children. But, the discussion is relevant for persons in middle age working with adolescents in any setting: schools, correctional facilities, youth serving agencies, on the job.

Barbara Smith, a recent graduate of the University of Minnesota, and past participant in the Youth Studies Collateral of the Center for Youth Development and Research, explores the interaction between adolescence and middle age from the perspective of "what is known" about these two life stages. The contrast between what is known about adolescence and the more limited material available on middle age is readily apparent. However, the discrepancy in the relative quantity does not detract from the major purpose of her paper: to begin to raise the issues that are involved when developmental stages are recognized as existing for all members in the adolescent/middle age relationship.

Researchers, writers and teachers are explicitly drawing attention to the impact of cross-stage interaction in "normal, everyday life situations" as well as in pathology, e.g., adolescent abuse. In the counseling process with adolescents in crisis or in trouble, increasingly, family members are involved and their characteristics and needs considered.

Courses in "adult development" are appearing in colleges of education where some attention normally has been given to adolescence; a next step would be to bring these two perspectives together.

Similarly, courses on "parenting" reflect far greater awareness of the developmental needs of all family members raising new and different questions about parent/child relationships.

Youth professionals are educated in adolescent development, but only occasionally asked to consider their own developmental needs in relation to the people with whom they work. This,too,is changing, facilitated not only by scholarly research, but by popular books such as Gail Sheehy's *Passages*, a journalistic account of mid-life, commingling interviews with academic findings.

Accordingly, this initial review seeks to contribute to the developing momentum regarding middle age/adolescence interactions based on a more extensive knowledge base. In reading the text, it is important to bear in mind that all people develop at their own rate and individual differences prevail. It follows that generalizations about any group may not be valid for any given individual.

Miriam Seltzer, Editor

ADOLESCENT AND PARENT:
Interaction Between Developmental Stages

by Barbara Smith

When one looks at modern youth, whether it be in the context of the psychological, the sociological, or the cultural aspects, inevitably the relationship between the adolescent and his parents becomes one of the foci. This relationship is generally viewed as a factor that significantly influences the direction of the adolescent's growth. It is, of course, a two-way relationship, and because it is so important, it is necessary to know and understand both sides. Much research has been done and much has been written about the adolescent's role in this interaction. There are elaborate theories of adolescent development and quantities of empirical data which pinpoint areas of concern and areas of growth and change.

But what of the other side of this interaction — that is, what of the parent? Much of the information about parents is presented in terms of the effects they have on their adolescent son or daughter. To fully understand the interaction between parent and adolescent it is necessary to recognize

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parents as persons who have specific concerns and problems of their own, persons who have identities apart from their parenting and from their effect on their children. Adequate information about *both* parents and adolescents as individuals, coupled with information about the interaction between them, can contribute to a more extensive and intensive view of family life. It may also help to promote an understanding of, and an ability to deal with, the discontinuities and problems that occur between parent and adolescent within the family.

This paper is exploratory in nature. Accordingly, it only touches upon some of the important issues on which further study is needed. Five topics relating to the parent-adolescent interaction are dealt with. First, adolescence and some of its characteristics as a unique period of growth and change are briefly described. Second, middle age (35-60 years) as a developmental period is explored and some of the specific characteristics and concerns of this time of life are identified. (Since this section deals with middle-aged parents, it is the major focus of the paper. It seems most parents who have adolescent children are approaching middle age or are already middle-aged.) Third, the relationship between these two developmental stages within the context of the family relationship is examined. Fourth, the implications of all this information for those concerned with family and/or youth are discussed. Fifth, possible questions for research that will help to increase our knowledge and understanding of these topic areas are suggested.

ADOLESCENCE

Adolescence can be defined from many perspectives; no one definition integrates all the characteristics of this developmental stage. Here, adolescence is defined as a critical transition period, generally spanning the ages of 12 to 20, during which rapid growth and change occur.

The physiological maturation which takes place during this time is accompanied by rapid changes in body size and structure, by the appearance of secondary sex characteristics, and by heightened interest in sexual matters. Cognitively, according to Piaget, the adolescent is becoming capable of formal operational thought and is able to perform logical operations on symbols and hypotheses. [Thornburg, 1971] Socially, the young person's ideas about people and relationships are becoming more complex and differentiated and often there is a turning from parental to peer influence, at least in some areas. While friends of their own age are very important to adolescents, adults are just as important. In a two-year nationwide study of adolescent girls, their family was found to be very significant to the girls as a supporting and limiting power while their friends were considered important as mirrors of themselves. [Konopka, 1975]

Eric Erikson views the major task of this period as establishing an ego identity, a matter of considerable difficulty. Erikson says that it is necessary for the adolescent to have a certainty of self and a sense of continuity and belonging if he is to avoid the problems of role confusion. [Neugarten, 1968] In this process of building and integrating a concept of self, the peer group and interpersonal relationships become important. The search for identity and for a sense of self-esteem goes on throughout life but begins in the adolescent years and can contribute to some of the turmoil and stress of this period. [McCandless, 1970]

Some of the other developmental tasks of this period include emotional growth, moral development, social adjustment, establishment of independence, and career formation. [Cole, 1970] Information about all facets of life is coming in from all sides, and the adolescent needs somehow to integrate this new information into his value system. In addition to all this, a transition in emotionality seems to occur at this time. Thus adolescence tends to be a sensitive period. [Hurlock, 1973]

Early authors have described the adolescent years as an "awakening of Spring" and more often than not, as a period of "storm and stress." In his book *Adolescence*, published in 1904, G. Stanley Hall describes it as a time of storm and stress accompanied by unreasonable conduct and a lack of emotional stability. [Demos and Demos, 1969] Freud viewed it as a dramatic period in which the id is completely out of control and defines the major tasks as finding a suitable love object and building a satisfactory ego defense mechanism. Anna Freud sees it as a period of transition, tension, and conflict. [Horrocks, 1969] Margaret Mead presents a different picture; she says "storm and stress" is a cultural variable and is not a universal phenomenon. [Adams, 1973]

Contemporary American society seems to generate an adolescent interval that is both gradual and stressful. Adolescence tends to be a moratorium period between childhood and adulthood where the loosening of control is gradual and where the adolescent is allowed to take on some adult roles but not all of them. Youth's questioning of the validity of these adult roles makes the choice of them more difficult and contributes to stress and tension. People's expectations of the adolescent vary; some treat him as an adult, others as a child. The adolescent's role, then, is somewhat undefined and in flux. It can be very confusing. While some generalizations can be made about the growth and change of this period, adolescence is also a time of individual development. Change and turmoil are handled differently by each individual, depending on his personality, lifestyle, means of coping, etc.

Whether this developmental stage actually becomes a serious crisis period depends upon the individual as well as on the kind of atmosphere society generates. With our knowledge of adolescents and the problems they face, we can provide an environment that will facilitate the healthy growth and development of each individual. This environment should provide conditions where adolescents can actively participate in the decision-making that affects their lives, where they can establish a sense of belonging, where they can experiment and try on roles, where they can discover self by looking outward as well as inward, where they can formulate their own value system, and where they can cultivate a capacity to enjoy life. [Konopka, 1973] Adolescence may still remain a confusing and difficult time, but it need not be a time of serious crisis or despair.

MIDDLE AGE

Only recently have researchers from various fields of study begun to

look seriously at development as a lifelong process which is accompanied by many physical, social, and emotional changes. [Atchley, 1972] Middle age, spanning the years from 35 to 60 (depending on the individual), has been one of the most ignored areas of development. Roger Gould found that people of similar ages have similar problems and specific concerns according to their age. The data from his study indicate that there is a definite developmental sequence in the middle adult years. [Gould, 1975] The consensus of many authors, in sum, is that "the middle-aged adult has as many problems to solve and pleasures to enjoy as any child or adolescent ever thought about." [Bischof, 1969, p. 1] Middle age, then, as part of life's developmental sequence is just beginning to be recognized as an important and unique stage in an individual's life.

Erik Erikson presents one of the few theories of human development that encompasses the entire life cycle. In this theory ego development is traced from infancy to old age. While the task for the adolescent is ego identity vs. role confusion, the task for the middle-aged adult is that of generativity vs. ego stagnation. Erikson says that it is necessary for the person in this stage to expand his ego interests and to have a sense of having contributed to the future. The middle-aged individual also struggles with changeability in his identity and self-image. While the problem of ego identity is predominant in adolescence, Erikson feels it is present for the middle-aged adult as well, though it occurs on a different level. The difference is due to the adult's more extensive life experiences. His success in resolving the problem varies with the degree of his success in dealing with earlier crises or stress. [Neugarten, 1968] Erikson, then, presents a view of the middle adult years as a time when important development is occurring and growth and struggle are going on.

Robert Peck posits a theory that middle age is a time of psychological learning and adjustment consisting of four major tasks. The middle-aged adult must first learn to value wisdom rather than physical powers as a means of solving problems and as a standard for self-evaluation. During the middle adult years there is a decrease in physical strength, stamina, and attractiveness; therefore the individual needs to change from physique-based values to wisdom or life-experience-based values. Failure to make this switch may result in bitterness, depression, frustration, and ineffectiveness in work and social roles. The second task for the middle-aged individual, according to Peck, is that of socializing rather than sexualizing in human relationships. Along with a decrease in physical powers, there is also a crisis period in terms of the individual's sexual identity. Peck views this crisis as an opportunity for relationships to take on greater depth and a new kind of value that was not possible when sexualizing was the goal. The third task delineated by Peck is that of establishing emotional flexibility so as to avoid emotional impoverishment. It is during middle age that parents die, children leave home, and the circle of friends and relatives is broken by death. The individual needs to be able to shift his emotional involvement to other people and activities. If he is unable to reinvest his emotions, problems can result. The fourth task is to maintain mental flexibility instead of sinking into mental rigidity. It is during the middle years, Peck feels, that the person becomes set in his ways and closed to new ideas. Usually the person of this age has achieved peak status of some sort and thus is tempted to forego further change, refusing to look at new answers to old problems and situations. [Neugarten, 1968] Peck, then, defines some specific areas of change and potential problems for the middle-aged adult. He views these problems and tasks as worthy of as close attention as that given to the problems of the earlier stages of life.

In a study done through direct observations of group therapy sessions and through the analysis of questionnaires about attitudes and concerns, Gould pinpoints some specific concerns people have as they move through the adult years. In the thirties, the individual's focus is on the family, and the feelings about one's mate and offspring increase in significance. This period is also marked by active psychological change and pursuit of various achievements. In the forties, personal comfort decreases and the data suggest that this period is an unstable and uncomfortable time. Many people report a feeling that it is getting "too late" to do many of the things they had hoped to do. In the fifties, the major concern is with self, and people tend to respond with increasing passion to statements about lack of time. Many concerns about health are also expressed at this time. There is a developmental sequence, then, which does appear in the middle adult years. [Gould, 1975] A sense of stagnation, disequilibrium, and depression is predictable as people enter the period of mid-life; this is just part of the total life cycle picture. [Sheehy, 1976]

Very limited systematic data are available on adults. The most frequently used technique of investigation is the survey-questionnaire, usually accompanied by some sort of interview. Through the use of such questionnaires and surveys some experiential and intuitive data about specific areas of change and growth in the middle adult years have been collected. The following are just a few of the major concerns, changes, and awarenesses that may touch a person during the middle adult years. They do not constitute an all-inclusive catalog, nor is the composite meant to be a sweeping description or stereotype of the middle-aged adult. An examination of the characteristics of individuals within a wide age span (35-60 years) will always reveal great variability. What is important to one person may be of little significance to another. The characteristics discussed here are *possible* areas of concern, and the purpose in looking at them is to help establish the middle years as a period of growth and change which is an integral part of the total life cycle.

Awareness of age.

One of the first awarenesses that strikes a person during this stage of life is the awareness of growing old. Life is no longer limitless. The individual tends to have an acute sense of time and often begins to have regrets about the "might-have-beens" of life. There is also growing frustration with the realization that there is probably not enough time to do all that one would like to do. [LeShan, 1973] This awareness of time is accompanied by the sometimes frightening and painful realization that one is moving into a

less highly regarded age group. In our society, to be aged is not an esteemed or prestigious quality. The elderly generally do not possess prestige, status, or influence. It is a position that is downgraded by everyone. [Atchley, 1972] Our society fosters a dismal outlook toward growing old and being elderly is not something one looks forward to. This time in life, when one becomes aware of the reality of old age, can be very stressful for the individual.

Health and vitality.

Health can be another matter of concern during the middle years. Often there is a decrease in physical strength, stamina and attractiveness. Since these are the characteristics that an apparently youth-oriented culture values most, this can be a difficult period. Chronic illness also becomes more prevalent at this time in life. Hearing and vision begin to fail in the fifties. [Atchley, 1972] Women tend to be increasingly concerned with the health of their husbands; men report feelings of increased physical vulnerability during the middle years. [Neugarten, 1968]

Menopause and impotence.

The onset of menopause and periods of impotence which may occur during the middle adult years can also bring about a crisis period for the individual. Menopause is a biological change that may have important psychological implications for the woman. It marks a turning point in life because it involves biological and psychological factors in addition to the perception of the beginning of "old age." These changes imply a general shift in the life stages and because so many factors are involved at once, it could become a difficult adjustment period for the woman. [Neugarten, 1968] Masters and Johnson [1970] have found that the sexual inadequacy of men increases during middle age. This is usually not due to physical factors but is the secondary result of stress stemming from preoccupation with career, family, retirement, etc. [Kimmel, 1970] During the middle adult years both men and women express the importance of remaining sexually attractive. [LeShan, 1973] These concerns, coupled with biological and psychological changes, could make this stage a difficult time for the middle-aged adult.

Waning parenthood.

Middle age generally marks the close of the childbearing years and parenthood is on the wane. [LeShan, 1973] This usually creates a certain degree of upset and conflict for both parents. For the mother who may have been totally absorbed in the family, the "empty nest" can involve a considerable role shift. This shift, combined with the biological change of menopause, could become a potential crisis period for the woman. [Kimmel, 1974] The father, who may have spent many years building his career, often turns back to the nest in his middle years only to find that his tenderness comes at a time when his children are demanding distance. This experience can result in a feeling of unsalvageable loss for the male. [Sheehy, 1976] Parents who still have children at home may also find middle age a difficult time to perform the parental role. Parents tend to feel more helpless and to worry more about their children during adolescence than at any other time. [LeShan, 1973] Parents need to adjust constantly as their children progress from infancy to adolescence to adulthood. This adjustment can be disturbing and difficult for the middle-aged individual to make. [Bischof, 1969]

Career plateau.

The middle years can also be the time when work careers peak or reach a plateau. [Atchley, 1972] Retirement begins to be recognized as a reality. There is growing awareness that some goals may be unattainable. Men in particular tend to perceive a close relationship between the life-line and the career-line, and when there is a disparity between career expectations and career achievements it adds to a heightened awareness of age. [Neugarten, 1967] Fewer options are usually available to middle-aged individuals; they may find themselves losing out to younger people. It may also become necessary to readjust some important career goals. For persons (generally males, up to now) for whom work has been a major part of their identity, the reality of retirement implies a major role shift and may involve a painful adjustment.

Marriage situation.

The middle-age years also have some important implications for the marriage situation. The advent of the "empty nest" may mark the first time in years that husband and wife are alone together. They may have to face some unfinished business left over from earlier years. Middle age does not necessarily generate new problems but may bring to awareness problems that have been ignored in the hustle bustle of child rearing and the pursuit of a career. One striking contrast between husband and wife in the middle years is his sense of staleness compared to her feeling of unboundedness. There seems to be mounting strong-mindedness and a movement toward independence in the wife past 35. This occurs at the same time that there are stirrings of emotional vulnerability in the husband. [Sheehy, 1976] Along with the implications that this has for the middle-aged couple, it may also be necessary for them to adjust to their mate's new social role — perhaps that of retiree rather than business executive or that of a career woman instead of a housewife. [LeShan, 1974]

Reality of death.

Probably one of the most painful and difficult awarenesses of middle age is that death is no longer a ridiculous abstraction. The middle adult years are usually the time of a person's first experience with the death of a parent. [LeShan, 1974] The circle of friends and relatives begins to be broken by death and there is increasing anxiety over the loss of one's mate. Middle-aged women rated fear of widowhood as one of their greatest concerns at this time. [Neugarten, 1968] Death touches middle-aged persons closely, which may result in feelings of anxiety and vulnerability.

In summary:

Middle age is a period of heightened introspection and a time for the restructuring of experience. The reassessment of self is a prevailing theme throughout this period. Partially this involves the integration of new information into what is already known. [Neugarten, 1967] Middle age, then, is one of the important developmental stages that occurs during the life span. It is a unique time in life — like adolescence and other stages in the life cycle — and it has its own special needs and challenges. Like most periods of growth and change it can be stressful, but as in adolescence the middle-aged adult makes an individual response to the developmental changes, and crisis need not occur.

RELATIONSHIP BETWEEN THE AGES

Few researchers have explored these two developmental stages side by side, yet this is how they occur within the family structure. Comparison and contrast of middle age and adolescence bring areas of tension and potential conflict to light. Both the adolescent and the middle-aged adult fear that life may be meaningless, feel a sense of despair about limitations and a sense of helplessness about the future. Because middle age tends to be accompanied by many of the same feelings that accompany adolescence, this period of development is sometimes called "middlescence." Middlescence can be seen as an opportunity to continue on with the identity crisis of the adolescent period. Both parent and adolescent may be going through the same developmental tasks but on somewhat different levels. While the adolescent seeks to discover a "self" and establish independence from the family, the parent too needs to separate himself from preoccupation with the family so that he can find a new "self." In a setting where both middlescence and adolescence are occurring simultaneously, it is a time of new beginning for the whole family. [Kimmel, 1974] This new beginning can be a time of anxiety, impatience, frustration, and misunderstanding. As such it carries with it the potential for conflict. Perhaps Arthur Johnson describes this situation best when he says

> . . . Adolescence hits parents at a time when they are probably feeling less confident and more compromised by life. The middle-aged parent, whose idealism about life and contribution to it has been dissipated, cannot strongly reinforce the self concept of a somewhat insecure young person whom he may subtly envy. Someone has very aptly described this as the clash of inferiority complexes. [Dialogue on Youth, 1970, p. 17]

Thus the parent who is reshaping his own self concept and undergoing major changes in lifestyle may not have the physical or the psychic energy to guide and reassure his adolescent child. The adolescent may feel misunderstood, shut out, not cared for. The behavior which stems from these feelings may trigger reactions from the parents. The result is a vicious circle of misunderstandings and resentment.

For most individuals middle age does tend to arrive at the same time as the adolescence of their children. While parents are faced with the child's defiance and rebellion and with the awareness that the child is now a sexual being bursting with life, they may concurrently be facing the anxiety that comes with getting gray and more easily tired, accompanied perhaps by concern about the status and the future of their own sex life. While the adolescent has many choices before him and can make what he wants of his life, the parents are becoming increasingly and explicitly aware of unfulfilled dreams, mistaken decisions and choices, things left undone. When life seems to be just opening up for the adolescent, it seems to be starting to close off for the parents. [LeShan, 1973] The adolescent possesses the kinds of things society values while the middle-aged parent is losing them. Whether the parents' realization of differences is conscious or not, it usually is accompanied by "inevitable feelings of jealousy and rivalry" directed at the adolescent. LeShan suggests that if adults are able to rethink the meaning of the middle years this may help lessen the conflict with their adolescent children. If adults can understand themselves better and come to value the growth and change that is taking place in their lives, they may see that lots of feelings associated with the behavior of their children really have to do with their feelings about self. [LeShan, 1973] With this understanding, they can deal openly with what is happening within them and not direct so many of their tensions and frustrations at others, particularly their adolescent children.

Conflict with the adolescent may also crop up within the family because parents find it difficult to face the implications of their children's adolescence. For middle-aged parents, parenthood is on the wane; it is a frightening time for those who have invested everything in the family. Many adults feel threatened, too, by the young person's questioning of and struggle against authority and by youth's disdain of so many things that parents value. The current generation of adults who are in their middle years has been characterized as having lived to please others and as having been made to feel responsible for the problems of their children. [LeShan, 1973] Therefore they often expect their adolescent children to please them as they pleased their own parents. This makes for all kinds of possible misun-

derstandings and conflicts. It has also been suggested that it is difficult for middle-aged parents to let go of their adolescent children because of guilt feelings that they have failed as parents. These feelings can result in their hanging on to their children or being overprotective. This in turn may generate resentment on the part of the adolescent and may contribute to feelings such as not being trusted or not being considered capable of handling various situations.

Another development that might affect the current generation of middle-aged adults is the Women's Liberation Movement. It is disturbing for the middle-aged woman to be told that she has wasted her life. The Women's Movement can be seen by these middle-aged adults as an attack on the roles and attributes they have always thought of as satisfying. [LeShan, 1973] A mother may begin to feel some resentment toward her adolescent daughter who is free to make decisions and who has many choices available to her. Also, a mother may feel somewhat cheated. These feelings may manifest themselves in conflict between mother and adolescent daughter.

It is not easy for parents to deal with all the problems and challenges of middle age at the same time that their children seem to like them the least and are making devastating judgments of their shortcomings [LeShan, 1973] Likewise it is not easy for adolescents who are undergoing rapid growth and change to deal with their problems and establish an identity at a time when their parents are unable or unwilling to give them the support and guidance they may need.

Only a small dimension of the complex interaction between the two developmental levels of adolescence and middlescence has been presented here. This discussion is intended only to awaken some sensitivity to the factors that may lead to a crisis within the family. However, it may very well be that tension between parent and child is necessary for the continued growth and development of both individuals. And, while this interaction may generate a potential crisis through misunderstanding and conflict, it may also result in a sharing and a greater understanding of one another. Therefore it need not result in a serious crisis or a breakdown in family relations.

IMPLICATIONS AND QUESTIONS FOR RESEARCH

This treatment of adolescence, middle age, and their interaction within a family structure generates a number of implications for those involved in youth work and/or family dynamics as well as for those involved in research. *Only a few of the major implications are discussed here.*

First — if nothing else, this compilation of information provides a more complete picture of the adolescent's world than was available before looking closely and explicitly at the parents. It also provides a more extensive view of the family and the interaction between parents and adolescents. When both sides are taken into account it is easier to understand the relationship and its potential for conflict. Youth workers sometimes find it easy to blame parents or to identify a parent as the "bad guy" in an unstable family situation. The data presented point out areas of stress for parents and suggest that instead of blaming parents, compassion and understanding should be shown for their positions. With further research and more information it may become possible to anticipate problems in a family before they occur.

Second — instead of dealing only with the adolescent in a crisis situation, it may also be necessary to deal with the parents. Since the interaction between parents and the adolescent can have both negative and positive effects, one upon the other, it would seem most effective to deal with all persons involved in or touched by the crisis. Some form of family therapy is implied here. However, while family therapy may be a good route to go, it presently is not a viable alternative for many families in crisis — because of the cost, the stigma attached to counseling, etc.

Third — it is necessary to be as concerned about adults as about children and adolescents. It seems important to recognize that adults have problems, to help them identify these problems, and to provide the means for working them through. This requires promotion of an atmosphere of growth and change where adults are allowed to experience and acknowledge their discomfort with "self" or

th their lifestyle and where help and understanding are available.

Fourth — some type of education about the developmental aspects of life might be helpful. Middle-aged adults often are unaware of, or deny any struggle with, growth and change in their lives. Parents are generally expected to understand that their adolescent child is going through difficult times but very few adolescents realize that their parents may be struggling with problems, too. A mutual awareness of the total situation may promote an understanding and a tolerance that will help foster growth in both the parents and the adolescent.

Fifth — and perhaps most important, much still is not known and much research needs to be done before all the bits and pieces of present knowledge can be effectively integrated. In some areas (mostly in adult development) research is hampered by problems with the availability and willingness of subjects and by the inadequacy of measurement techniques and interpretation. [Bischof, 1969] Though some cross-sectional studies are available, much of what we need to know can be learned only from good longitudinal studies. [Neugarten, 1968] There are, of course, all kinds of problems associated with longitudinal research — whether it be prospective or retrospective — but the area of family interaction seems important enough to warrant taking the necessary time and trouble.

In terms of specific research, one of the first areas to look at pertains to the individual aspects of both adolescence and middle age. Some information is already available but there is still much to be learned, particularly in the area of middle age. Among the major questions are: Why are these stages of adolescence and middle age a crisis period for some and not for others? What determines how critical the transition period will be for an individual? Is it determined by individual characteristics such as the person's means of coping with stress, his prior experience with tension and stress, etc., or is it determined more by the individual's family environment and its specific characteristics? It seems likely that an interaction will be found between these two variables which determines how difficult a period middle age and adolescence will be. However, if specific characteristics of the individual and specific characteristics of the family that contribute to the making of a crisis situation can be identified, researchers will be in a position to begin to consider possible preventive measures for some serious family problems.

Intuitively, it has been assumed that interaction between individuals in the two different developmental stages of middle age and adolescence can have both negative and positive effects on each. However, very little research or information is available which indicates to what degree one affects the other or which shows empirically that one actually does have significant effects on the other. Research is needed to investigate the specific characteristics involved in parent-adolescent relationships. Are there different specific characteristics in families who are having serious difficulty vs. those who do not have problems? Does the degree and/or quality of the relationship between parents and adolescents differ for those adolescents who are having serious difficulty vs. those who do not? How does it differ? Is it degree, is it quality, or is it some other variable?

Will some type of education or information-giving about the developmental aspects of the entire life cycle help promote self-understanding and perhaps understanding and tolerance within the family? Cognitively, the adolescent is at a point where he can understand parental positions and points of view. How would the adolescent make use of the information about his parents' sources of tension and stress? Would it make any difference in the family interaction? Would an understanding of adult development as a normal and unavoidable process help the middle-aged individual be more comfortable with his changing "self" and make it less of a period of turmoil?

We have viewed "middlescence" as having some significant implications in terms of family interaction. We may also want to explore the implications for the middle-aged educator or youth worker and their interactions with adolescents.

And finally, how do we approach prevention and intervention? We need to identify specific characteristics of the family interaction before we can anticipate serious problems. Once we can identify these characteristics, how do we go about prevention? What kinds of intervention do we use in order to prevent the occurrence or recurrence of problems? What kinds of intervention will succeed in helping those involved in a crisis situation?

These are just a few of the questions for which better understanding is needed. Any research takes time and involves some difficulties and problems. Research in the area of family interaction is accompanied by many such difficulties. At times it may seem impractical if not impossible. Perhaps getting the "answers" is not as important as simply letting the questions underscore awareness of the areas in which knowledge is lacking. In any case — holding family interaction and the individual aspects involved to be very important — it obviously is essential to continue to question and to try to find answers that will advance knowledge and understanding.

SUMMARY

In conclusion, both adolescence and middle age are seen as critical developmental periods, each of which has its own problems and concerns. Both stages are characterized by growth and change which can precipitate a crisis period depending upon the individual's response. These two developmental stages interact within the context of the family and this interaction may result in negative and/or positive experiences for the individual. Because the family is viewed as an important part of the life of both the adolescent and the middle-aged parent, the possible consequences of this interaction carry with them many important implications for those concerned. Present knowledge serves only as a beginning in helping to understand the entire life cycle as a process of development and change. It also serves only as a beginning in helping to understand the discontinuities between the generations and the areas of potential problems and stress in the family. Much research is needed for many questions are as yet unanswered. It is hoped that increasing knowledge in these areas will enable individuals to accept change in themselves and to understand and respect themselves while in transition. This is the first step in beginning to understand and respect others who are also undergoing growth and change, whether they be one's adolescent children, one's parents, or one's peers.

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WHAT YOUNG ADOLESCENTS WANT AND NEED TO KNOW ABOUT SEX

It is very difficult in our society for young adolescents to admit that they do not know all there is to know about sex. The following questions from 5th, 6th, and 7th graders reflect their ignorance and misinformation about sex.

Why do only women have periods?

If a boy and a girl have intercourse and she gets pregnant, how often do they have to have intercourse to keep the baby alive?

Why do some people think it's a sin to have sex?

Why am I embarrassed to talk about sex?

How do you make a boy stop?

Is it normal to masturbate?

What is V.D.? Can you really get it from a toilet seat?

Where does the uterus and female reproductive system fit in the body?

What is the real name for the breast?
Or is breast the real name?

I have been having this trouble lately. I feel very funny when I think about growing up.

I'm scared.

If people make love why do they have abortions?

What age are you supposed to start dating?

I have a problem. I have one bust growing and the other isn't. I don't have any pubic hair. What is the matter? Signed, Helpless

Why do people do sex?

Fourth-grade boy's definition of masturbation: a wet dream that comes in the daytime.

Do people get into the heat like dogs?

When they have intercourse do they have to stay in bed all night?

I don't know why I'm so fat or chubby but I don't eat much at all but also have a lot of bad feelings inside.

How would you act on your first date?

Do the men have to put he penis in the women vagina to have a baby?
yes no Do not tell no one but me.

I hear that girls bleed every month or so. Why?

How long should a man penis be in a lady vagina?

How does the sperm get from the man's body to the woman's body?

What is a girl's ovaries and what does your liver do?

I have looked at some of these tampon boxes. It looks like it will hurt the vagina.

Sometime I knock over things and my mom yells at me. Why do you think I feel clumsy?

Why do people on the street like to use the wrong words?

Is adolescence the same as puberty?

How old does a girl have to be to have a baby?

What is a fag?

Do you have to have a period to get pregnant?

Can a woman get pregnant without having intercourse?

What happens to the egg and sperm to make mentally retarded people?

From: "Understanding Early Adolescence: An Overview," A Planning Guide for a one-day Conference.

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HOW TO TALK TO YOUR TEENAGER

If you're feeling uncomfortable about having "that talk" with your teenagers, it may be reassuring to know you're in good company. Few parents find it easy to talk about sex with their children. Or reproduction. Or birth control.

But if your son or daughter is an adolescent, chances are good that these topics are on his or her mind. They are a part of conversation with friends, a part of growing up, a part of life.

Too often, however, they are not a part of discussion with parents, sometimes because parents have indicated -- verbally and nonverbally -- that they are not comfortable with the subject.

It's probably impossible to tell anyone how to talk to their children. Each family is different: teenagers move toward adulthood at different speeds and parents worry about different problems.

But there are ways to ease worries and open lines of communication. Here are some general tips you may find useful:

Try to answer what's being asked, not what you think is being asked. For instance, if your daughter wants to know if birth control pills are dangerous, answer that question. Don't assume she's asking because she wants to take them. Some parents jump to conclusions, doing a great disservice to their children in the process. Remember, if your child trusts you enough to ask, your responses can reflect that trust.

If you really do sense there's a question behind the question, go ahead and carefully try to give your emotional support. Don't close the door. There's usually a reason why the real question wasn't asked directly, and it may be asked later if you indicate your openness.

Try to be aware of your own attitudes. They show through, and you may not really know how you feel about something until you start discussing it. Listen to yourself as well as to your children.

Try to convey to your teenagers that you believe in them and that you're really more concerned with the quality of their lives and relationships with others, rather than what they did on last night's date.

Use humor, if that's your style, but don't laugh at your kids. There are aspects of the way people behave emotionally and sexually that parents and children know are silly or funny. Take it seriously but try not to get bogged down by being too solemn.

Parents and children often disagree; each has the right to. Try to discuss a topic, not argue.

Don't be afraid to admit you don't have an answer. No one knows all the answers ... particularly about sex.

Tell your children what you value in your life. One way or another, you've been showing them anyway. Find out what they value in theirs. Is it love? Is it trying to treat people right? You may find you agree more than disagree and, either way, it can make a good discussion.

Here are some general guidelines about the kinds of questions your child may ask. They don't apply to all teenagers, and you may have to make adjustments for your child.

Ages five to nine -- usually want brief direct answers. Their questions are often about anatomy -- how bodies function and why. No need to get into weighty discussions of morality and behavior.

Middle adolescents (nine to thirteen) -- are a little like newspaper reporters. They want to know everything: who, what, when, where, how, and -- most important -- why. This group is perhaps the one most likely to ask you something you can't answer. When that happens, be honest. Admit you don't know, then go look it up (or look it up together).

Older teenagers -- should get your most sensitive answers. Most know a little, some know a lot, but few will admit it either way, especially to their parents. Generally, they want to know how people behave in sex, about birth control, about relationships, and about love.

From: "Understanding Early Adolescence: An Overview," A Planning Guide for a one-day Conference.

Reprinted with permission from: How to Talk to Your Teenagers About the Facts of Life. Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019 (1982 prices, $.50 each, $18 per 100).

HOW YOUNG ADOLESCENTS EXPLAIN THEIR INVOLVEMENT IN RISK-TAKING BEHAVIOR

Below is a list of statements young adolescents might make to explain how they happened to become involved in a risky situation. They usually do not think about the danger at the time. Even if they know something could happen, they often say "Oh yes, but it won't happen to me." At the same time, the attraction of the risk outweighs their fear of the consequences.

I was in a hurry.

He/she dared me.

It was exciting.

It was more convenient.

I was feeling good.

It was going to save time.

Everyone was watching me.

No one else had ever done it.

It was going to save me some money.

I felt like getting off on my own.

I felt I could do anything that day.

I thought it would be a lot of fun.

I didn't realize I could get hurt.

I wanted to see if I could do it.

They were expecting me to do it.

I wanted to see how strong (funny, quick) I could be.

I was so mad, I thought if I didn't get off by myself I might hurt somebody.

It seemed easier.

I was angry.

I was bored.

It was a challenge.

I was feeling rotten.

Why not?

I was careless.

It was a joke.

From: "Understanding Early Adolescence: An Overview," A Planning Guide for a one-day Conference.

Adapted with permission from: Risks to Take, Choices to Make: Social Decision Making in Adolescence. Family and Community Health Through Caregiving Life Cycle Series, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160. All rights reserved.

WHAT ADULTS CAN DO

There are no magic words or fool-proof approaches to prevent young adolescents from participating in potentially dangerous risk-taking behavior. We want young adolescents to be confident of their own emerging abilities and to care enough about other people to become involved when neccessary. We do not want them to take apparently foolish risks. Here are some things adults can do to help protect young adolescents from dangerous risk taking.

1) Understand the normal physical, cognitive, social, and emotional changes children go through as they move from childhood into adolescence. Try to identify the needs young adolescents are attempting to meet through risk-taking behavior. Risk taking is a normal part of growing toward adulthood. Some risk taking can lead to harm. Some is healthy and growth producing. All risk-taking behavior must be dealt with by first understanding why 10- to 15-year-olds are especially vulnerable to harm and how they make (or fail to make) decisions about risk taking.

2) Strike an appropriate balance between freedom and clear limits. Young adolescents are seeking and sometimes demanding increased autonomy in areas such as the selection of friends, the decibel level of music, the selection of clothing, and setting curfews. At the same time, they look to adults to set the parameters within which they will manage these increased levels of autonomy. If you, as a responsible adult, feel that an activity is too filled with risk, say "no." At the same time, give young adolescents room to learn responsibility and wise decision making. Overprotectiveness can produce strained relationships, rebellious behavior, or unhealthy dependency and fear.

3) Support young adolescents in taking risks that will meet their needs and probably contribute to their learning but are unlikely to result in harm. Encourage them and become involved by doing things like helping them practice lines for the play tryouts, attending track meets, going canoeing together, and discussing how difficult it can be to stand up for what you believe.

4) Young adolescents want and need the guidance of adults whom they like and respect. One of the most powerful teaching tools that adults have available is being a good example. Adults also have needs that are met through risk taking. Be sure that your risk-laden activities are safe and promote your own growth.

5) Work to create a diversity of safe, structured activities in your community that will attract 10- to 15- year-olds. These activities should meet young adolescents' need to take risks and help them learn how to make decisions about risks. Activities should be available that challenge their thinking skills and their social skills as well as their physical skills.

6) Help young adolescents get the facts about the risks involved in certain behaviors. First, you must be well informed. Read reliable material on topics such as adolescent pregnancy, suicide, accidents, and alcohol, tobacco, and drug abuse. Talk to knowledgeable people in your community. Beware of sensationalized reports, scare tactics, and distorted "facts." Young adolescents have access to both accurate and inaccurate information on their own. If they question your "facts," you should be able to back them up with reliable sources. Lectures and scare tactics seldom accomplish

desired results. Do not expect young adolescents to look at the facts and be able to say "Yes, it can happen to me." Breaking out of the personal fable is a complicated process that seems to require some degree of mastery of newly developing thinking skills and exposure to life experiences. Sometimes, young adolescents weigh the facts more heavily when they come from an older sibling, a peer, or adults outside the family whom they like, trust, and respect.

7) Teach young adolescents decision-making skills and give them opportunities to practice the skills. Adolescents are hampered in making wise choices about risk taking by their lack of life experience in facing different social situations and making decisions. The only way to learn to identify and evaluate options and their consequences is through practice. Adults can teach young adolescents a model for decision making, provide safe opportunities for them to practice making decisions, and help them learn from both positive and negative outcomes.

8) Talk to young adolescents about risk taking. They are more sophisticated physically than emotionally, socially, or intellectually. They may not be able to give an explanation of an action or decision because they honestly do not understand it themselves. At the same time, they may be so affected by media messages about what it means to be "grown up" or by peer influence that they lack a sense of control. Talking with a trusted adult who they feel understands and respects them can help them discover the strengths they possess to think for themselves and to make wise decisions. Sometimes this adult is a parent. Sometimes it is another adult such as a teacher, counselor, coach, religious youth group leader, neighbor, or volunteer youth worker.

An excellent workbook to use with adolescents in understanding risk taking and talking about decision making, peer pressure, and the facts about harmful outcomes is available. It is titled Risks to Take, Choices to Make: Social Decision Making in Adolescence. It is a part of the Family and Community Health Through Caregiving Life Cycle Series and is available from Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160.

9) Be able to recognize signs of possible serious disturbance in young people (see handout Signs of Serious Disturbance). Having some guidelines for when to really worry about your child will help you keep typical adolescent behavior and normal risk taking in perspective. As the handout indicates, the frequency of behavior and drastic changes in behavior patterns often distinguish normal adolescent behavior from disturbed behavior.

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SIGNS OF SERIOUS DISTURBANCE

Some adolescent behavior, while irritating or worrisome to parents, is not dangerous for the teenager. Other behavior, however, if intense and persistent, can be a sign of deeper and more severe problems with serious consequences for the teenager's well-being. Serious disturbance, evident only in about 20% of all adolescents, rarely appears for the first time in adolescence. Most families need professional help to deal with the problems. The following are some signs of emotional disturbance in adolescents:

1) The adolescent is withdrawn for long periods of time and shows no interest in others.

2) The adolescent has no friends of the same age and is not integrated into a peer group.

3) The adolescent is docile, never acts independently, never initiates activities.

4) The adolescent continually runs away from home or school.

5) The adolescent frequently gets into fights and physically abuses others.

6) The adolescent engages in indiscriminate sexual activity with a number of partners.

7) The adolescent is often drunk or under the influence of drugs.

8) The adolescent loses a dangerous amount of weight out of excessive concern for appearance.

A young person who exhibits these behaviors will not stop or change as a result of lectures, stricter rules, or punishment. Professional help may be necessary.

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UNDERSTANDING EARLY ADOLESCENCE: AN OVERVIEW

Evaluation Form

A. THE CONFERENCE AS A WHOLE

Please check the number which best expresses your reaction on each of the following items.

1. The quality of the material presented was:
   (inferior) __1 __2 __3 __4 __5 (superior)

2. The subject matter presented was:
   (too simple) __1 __2 __3 __4 __5 (too complicated)

3. The coverage of the subject was:
   (inadequate) __1 __2 __3 __4 __5 (adequate)

4. Considering the content of the conference, the mode of instruction was:
   (very ineffective) __1 __2 __3 __4 __5 (very effective)

5. The time allowed to ask questions or to seek clarification was:
   (too short) __1 __2 __3 __4 __5 (too long)

6. Considering the amount of material covered, the time allotted for each session was:
   (too short) __1 __2 __3 __4 __5 (too long)

7. I expect to find this conference:
   (not at all useful) __1 __2 __3 __4 __5 (highly useful)

8. The facilities in which the conference was held were:
   (very poor) __1 __2 __3 __4 __5 (excellent)

9. Overall, I consider this conference:
   (very poor) __1 __2 __3 __4 __5 (excellent)

10. Describe the strongest feature of the conference.

11. Describe the weakest feature of the conference.

12. What changes would you like to suggest regarding the conference?

13. What do you perceive to have been the overall purpose of the conference in terms of content?

14. What do you feel you will be able to do now that you have attended this conference that you could not have done before?

B. THE WORKSHOP LEADERS

The sponsors and leaders depend on your feedback to improve future conferences. Please provide constructive criticism to help them, pointing out their weaknesses as well as praising their strengths. Please answer the following questions for each session you attended.

I. KEYNOTE ADDRESS

1. The leader's knowledge of the subject was:
(very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
(very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
(very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

II. WORKSHOP A: Issues in Family Interaction

1. The leader's knowledge of the subject was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

III. WORKSHOP B: Issues in Sexual Development

1. The leader's knowledge of the subject was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

IV. WORKSHOP C: Issues in Risk-Taking Behavior

1. The leader's knowledge of the subject was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

2. The ability of the leader to get his/her subject across clearly was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

3. The leader's ability to lead the group was:
   (very poor) __1 __2 __3 __4 __5 (excellent)

4. What was the trainer's greatest strength as a trainer?

5. What was the trainer's greatest weakness as a trainer?

VII. Recommended Reading

Understanding Early Adolescence: An Overview

The bibliography included here lists materials for both parents and professionals on four topics: early adolescent development, family life, sexual development, and risk taking. This bibliography is not intended to be a comprehensive list. Instead, the items listed were selected because they are among the best resources that deal with these issues.

It is recommended that copies of this bibliography be made available to conference participants. The Center for Early Adolescence grants permission to the conference sponsor to reproduce this bibliography for distribution at the conference "Understanding Early Adolescence: An Overview." It may not be reproduced for any other purpose.

RECOMMENDED READING

P = Parents Pr = Professionals B = Both

Early Adolescent Development

Pr Adelson, Joseph, ed. Handbook of Adolescent Psychology. New York: Wiley & Sons, 1980.

Pr Elkind, David. "Understanding the Young Adolescent." Adolescence 13 (1978), 127-133.

B Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, NC: Center for Early Adolescence, 1982.

B Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, NC: Center for Early Adolescence, 1980.

Pr Kagan, Jerome, et al. Twelve to Sixteen: Early Adolescence. New York: Norton, 1972. (Also published in Daedalus, 100, No. 4, [1971].)

Pr Konopka, Gisela. Young Girls: A Portrait of Adolescence. Englewood Cliffs, NJ: Prentice-Hall, 1976.

B Lipsitz, Joan. "Adolescent Development: Myths and Realities." Children Today, 8, No. 5 (1979), pp. 2-7.

Pr Lipsitz, Joan. Growing Up Forgotten: A Review of Research and Programs Concerning Early Adolescence. Lexington, MA: D.C. Heath, 1977.

Pr Offer, Daniel, Eric Ostrov, and Kenneth I. Howard. The Adolescent. Psychological Self-Portrait. New York: Basic Books, 1981.

Pr Simmons, Roberta G., et al. "Entry into Early Adolescence. The Impact of School Structure, Puberty, and Early Dating on Self-Esteem." American Sociological Review, 44 (1979), 948-967.

Family Life

P Bienvenu, Millard J., Sr. Parent-Teenage Communication. Public Affairs Pamphlet No. 438. New York: New York Public Affairs Committee, 1969. (20 pp.)

P Comer, James P., and Alvin F. Poussaint. Black Child Care. New York: Pocket Books, 1975.

B Elkind, David. The Hurried Child: Growing Up Too Fast, Too Soon. Reading, MA: Addison-Wesley, 1982.

B Fine, Louis I. After All We've Done For Them: Understanding Adolescent Behavior. Englewood Cliffs, NJ: Prentice-Hall, 1977.

B Lefstein, Leah M., William Kerewsky, Elliott A. Medrich, and Carol Frank. 3:00 to 6:00 P.M.: Young Adolescents at Home and in the Community. Carrboro, NC: Center for Early Adolescence, 1982.

B Schowalter, John E., and Walter R. Anyan. The Family Handbook of Adolescence. New York: Alfred A. Knopf, 1979.

B Smith, Barbara. "Adolescent and Parent: Interaction Between Developmental Stages." Center Quarterly Focus. St. Paul, MN: Center for Youth Development and Research, Fall 1976.

B Steinberg, Laurence D. Understanding Families With Young Adolescents. Carrboro, NC: Center for Early Adolescence, 1980.

Sexual Development

B American Academy of Pediatrics/American Library Association/ Planned Parenthood Federation of America. Sex Education for Adolescents: A Bibliography of Low-Cost Materials. Chicago American Library Association, 1980.

B Calderone, Mary S., and Eric W. Johnson. The Family Book About Sexuality. New York: Harper & Row, 1981.

P Gordon, Sol, and Irving R. Dickman. Sex Education: The Parents' Role. Public Affairs Pamphlet No. 549. New York: New York Public Affairs Committee, 1977. (28 pp.)

Pr Gordon, Sol, Peter Scales, and Kathleen Everly. The Sexual Adolescent: Communicating With Teenagers About Sex. North Scituate, MA: Duxbury Press, 1979.

P Hofstein, Sadie. Talking to Preteenagers About Sex. Public Affairs Pamphlet No. 476. New York: New York Public Affairs Committee, 1972. (24 pp.)

B How to Talk to Your Teenagers About the Facts of Life. Rev. ed. New York: Planned Parenthood Federation of America, 1981. (23 pp.)

Pr Lipsitz, Joan. "Sexual Development of Young Adolescents." Carrboro, NC: Center for Early Adolescence, 1980.

Pr Tanner, J. M. "Sequence and Tempo in the Somatic Changes in Puberty." In The Control of the Onset of Puberty. Ed. Melvin M. Grumback, Gilman D. Graves, and Florence E. Mayer. New York: Wiley & Sons, 1974, pp. 448-470.

Risk Taking

B Risks to Take, Choices to Make: Social Decision Making in Adolescence. Newton, MA: Education Development Center, 1981.

Pr Tonkin, Roger S. Child Health Profile: Violence in Adolescence. Vancouver, BC: University of British Columbia, 1981.

From: "Understanding Early Adolescence: An Overview," A Planning Guide for a one-day Conference.

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APPENDIX A

Managing the Conference: Planning and Logistics

Note: This guide presents steps for planning and conducting a community conference. Most of the steps are equally applicable to planning smaller, more informal and ongoing parent discussion/support groups. The eventual success or failure of a conference can be decided months before the event, when the initial planning begins. Even with well-designed materials, careful content preparation on the part of the leaders, and enthusiastic participants, a productive conference cannot be guaranteed if the logistical details receive inadequate attention.

The tasks required to plan a conference can be grouped into four phases. The first phase takes place when an agency decides to sponsor the program. The second phase includes preliminary details, ranging from making arrangements for facilities, contracting with leaders, and publicizing the event, to preparation of the conference site. The third phase involves details carried out during the event. The fourth phase is completed after the conference. The following sections discuss these phases chronologically. A management checklist outlining the phases is located at the close of this Appendix. Careful attention to the tasks delineated in each phase will help ensure a meaningful and productive conference.

Phase I. Initial Decision Making

1) DECIDE TO SPONSOR THE CONFERENCE. Any agency or group considering sponsoring the Conference Series on Early Adolescence, or any conference from the Series, should decide if the goals and philosophy of the conference are consistent with the potential sponsor's philosophy and activities. Carefully review the entire planning guide, especially Chapter II, page 3 and Section I under each topic. Discuss the following aspects of the conference in relation to your organization:

a) the topic of this particular conference;

b) the focus on 10- to 15-year-olds, not all adolescents and not older adolescents;

c) the focus on normal youth and their families, not troubled youth and families;

d) the focus on promoting the healthy development of young adolescents, not remediating disturbances;

e) the focus on adolescence as a normal, healthy time in the life cycle, not a period of inherent storm, stress, and rebellion.

If the philosophical orientation of the conference is consistent with your agency's philosophy and practice, you should proceed. If you discover major discrepancies, you should look for training materials more suited to your organization's interests.

Assuming you decide to proceed, you should next outline the benefits to your agency and to your community if you sponsor this conference.

Next, consider the resources you have available to sponsor this conference. Planning for the conference should begin several months prior to the event and requires a substantial commitment of time. Who is available to do this work? What other organizations will help you?

The other resource required is money. If carefully planned, the conference can break even financially or even make money for the sponsoring agency. (See Phase I, Step 4.) How much money can you spend on the conference?

No agency should sponsor a program without determining whether enough people are interested in attending. To gauge the probable response, either make informal telephone inquiries of likely participants or send letters to key organizations and people. If the reaction is good and it appears that a sufficient number of people are interested, planning can proceed.

When the decision is made to sponsor the conference, designate a conference coordinator and a planning committee. It is wise to include representatives from key youth-serving organizations in your community.

2) DEFINE YOUR TARGET AUDIENCE. No conference can be successful unless the participants correspond to the type of persons for whom the materials were designed. Groups frequently include some members for whom the content is peripheral to their real needs, and some for whom the content is too technical or not technical enough.

The target audience for this conference is primarily parents. Volunteers who work with young adolescents and their families can be another target group. The conference will also be beneficial to professionals such as teachers and youth workers who work with many kinds of youth. It may not be helpful to professionals such as clinical social workers, psychologists, and juvenile court counselors who work primarily with disturbed youth and their families.

Again, carefully examine the workshop materials. List the groups of adults in your community that you think will benefit from attending the conference. Do not be afraid to limit your target audience. It is better to be explicit about who can benefit from attendance than to have disgruntled participants who feel that they have wasted their time and money.

3) SET A PLANNING TIME SCHEDULE FOR THE VARIOUS MANAGEMENT TASKS AND ACTIVITIES. This process can be facilitated by using the checklist at the end of this Appendix and setting a target date for each task. This step will prevent such mishaps as beginning a session without the needed materials and equipment, or even worse, having only 10 people show up because the publicity did not get out until a week before the event.

4) PREPARE A PRELIMINARY BUDGET. With a little resourcefulness on your part and a little help from your friends and neighbors, the cost of the conference can be very low. At this time, you need only list your best estimates of costs.

Expenses involved in sponsoring the conference include:

a) Cost of the planning guides. One or more for the coordinator and planning committee; one for each speaker and workshop leader.

b) Publicity. You can be as extravagant or as conservative as you wish in printing and distributing a brochure or announcement. Either an attractive, typed, folded brochure or a single-page announcement with concise information will get the word out about the conference if it is widely distributed to the target audience. One sponsoring organization on the planning committee may contribute the staff time to write and lay out the brochure. Another may print it. Announcements can be mailed directly to individuals using bulk rates, included in newsletters for free, or distributed by hand through key organizations. Advertisements in newsletters, local newspapers, and on television on and radio can be free public service announcements or purchased space or time. (See Appendix C.)

c) Honoraria for the speaker and workshop leaders. Find out the accepted honorarium for one day among professionals in your community. In many communities there are highly capable speakers and workshop leaders who will contribute their time to a conference they think is especially important or interesting. You will need a keynote speaker and three workshop leaders. Decide the maximum amount you will pay each.

d) Meals and other refreshments. At a minimum, plan to have coffee, tea, and soft drinks available during the breaks. You may be able to find a local business that will donate refreshments. They get "free" advertising and a tax deduction in return. You can provide a meal, have a meal available for purchase, ask participants to bring a bag lunch (or dinner), or schedule a break for participants to get a meal on their own away from the conference site.

e) Reproduction of agendas, handouts, and evaluation forms. Estimate the number of handouts you will print, using Section VIII as a guide. Organizations represented on the planning committee may assume responsibility for duplicating the materials, or a commercial printer may be hired.

f) Supplies such as flipcharts, markers, cups, napkins, name tags.

g) Rental of meeting space. In most communities there are numerous buildings available either free or at low cost.

Unless your agency requires other procedures, all expenses should be included in a preliminary estimate of costs. If a fee is to be charged to the participants, it can be based on this preliminary budget. Once participants have registered, a final, revised budget can be computed. Unless already established by the sponsoring organization, procedures must be developed for purchasing supplies and renting space and equipment as needed.

5) PREPARE A PRELIMINARY AGENDA. Either adopt one of the agendas included in Appendix B or create an agenda to meet your community's interests and resources. Review the conference goals and objectives in Section I of each topic to ensure that the new activities or schedule will fulfill the intended objectives.

Phase II. Intermediate Planning

6) SELECT DATE AND SITE. Several factors have to be considered when setting the date for a conference and choosing the meeting site. The day of the week can influence potential participants' willingness to attend. If several key organizations are involved, it might be wise to determine what other regularly scheduled meetings or events might keep their members away. Also, check to see if other conferences are scheduled for the few weeks before and after your proposed dates. Since most participants have a limited amount of time and money for conferences, you do not want to compete with other events that would be attractive to your target audience.

The site for the conference should be convenient to most potential participants. It should have ample parking and be accessible by public transportation. You will need a large room to accommodate all the participants and three smaller rooms for the workshop sessions. To avoid problems, it always pays to inspect the physical setting in person before making any commitment.

7) SELECT AND CONTRACT WITH THE SPEAKER AND WORKSHOP LEADERS. This is one of the most important steps in the planning process. To a large degree it is the speaker and workshop leaders who will determine

the success or failure of your conference. Remember: Even if the leaders volunteer their time, it is your conference and they are working for you. While respecting their expertise and individuality, you must be explicit with them about what you want them to do. They too must agree with the philosophical orientation of these conference materials and commit themselves to transmitting the information outlined in the planning guide for their respective speech or workshop. They will adapt the materials in the training guide to suit their own delivery style and expertise, but you must be sure they do not depart from the intended goals and objectives of the conference.

It is essential that the leaders have experience working with young adolescents and their families. A key characteristic to look for in a leader is an understanding of normal early adolescent development and how to promote healthy development. A highly recommended psychiatrist or juvenile court judge who focuses on troubled youth, a public health nurse who talks only about adolescent pregnancy, or a drug abuse counselor who talks about the treatment of kids on hard drugs will not help your target audience understand the normal young adolescents they live and work with. When professionals with a background in services to troubled youth are used as leaders, it will be necessary to remind them that the major focus of this conference is the normal and healthy development of young adolescents and families who may not usually come to their attention.

It is suggested that in addition to discussing the conference with the leaders, you produce a written contract to be signed by each leader and the workshop coordinator. The contract should include the leader's specific responsibilities, the honorarium to be paid, and the materials the leader will need, as well as the goals and objectives of both the conference and the leader's presentation.

All leaders should read and use the chapters on each topic in planning their presentations. They should also review the suggested reading for each topic. It is the sponsoring agency's responsibility to make sure the leaders are planning presentations that complement each other and that build toward the fulfillment of the conference goals and objectives.

8) REGISTRATION. Decide if the participants will pre-register. Pre-registration is recommended so you will know how many people to prepare for. Establish procedures for pre-registration and policies about payment of registration fees and walk-ins. Be prepared to begin receiving registrations when your publicity begins.

9) PRODUCE AND DISSEMINATE PUBLICITY. If your conference is to be well attended, you must let your target audience know about the event. You must convince them that the conference is designed for them. To recruit the type of participant you want, the information sent to prospective attendees must clearly state:

-for whom the program is designed;
-what participants will learn and how they will benefit;

-who is sponsoring the event;
-the time and place;
-the cost (if any);
-instructions for registration.

Samples of a news release, a one-page flyer, and a public service announcement are included in the Publicity Kit (Appendix C).

10) PREPARE FINAL WORKSHOP SCHEDULE AND AGENDA. Participants find it helpful to have a schedule of the day's activities that includes starting and concluding times for each session, breaks, what material will be covered in each session, who will lead, and where the sessions will be held. Having a schedule provides them with an overview of workshop activities. The agendas in Appendix B can be used as a guide in developing your final agenda and schedule. The proposed agenda should be distributed to participants at the opening session and is a useful reference as the presider gives the conference overview.

11) PLAN AND ARRANGE FOR FOOD AND COFFEE BREAKS. After determining how many people will be attending the event, you must make the arrangements for any food or refreshments to be served during the conference.

12) PREPARE A FINAL BUDGET. At this point, it is possible to compute a final budget using the actual number of attendees to determine the required expenditures. The revision should include all needed supplies, refreshments, equipment, room rent, and other items.

13) ACQUIRE AUDIOVISUAL EQUIPMENT. If the sponsoring organization does not already have the necessary audiovisual equipment, it can usually be borrowed. The public school system, the audiovisual department of a local college or university, and public libraries are good sources. If not available on loan, the equipment can be rented. Check the Yellow Pages under "Audiovisual Equipment and Supplies" for names of vendors.

14) OBTAIN FILMS AND RESOURCE MATERIALS. Print handouts. Arrangements to obtain any films to be used in the conference should be made several weeks in advance. The resource materials for specific workshops must be ordered or arrangements made to borrow them. When specific resource materials are recommended, they are listed, along with possible sources, in the planning guide for that particular session. After checking with all speakers and workshop leaders, copy the handouts that they will use in their sessions.

15) PREPARE THE MEETING ROOMS. The day before the start of the conference, double-check the meeting rooms to make sure the heating or air conditioning is working properly, and set the rooms up as

required. At the same time, confirm the arrangements for refreshments and food service. Deliver the audiovisual equipment, set it up, and test it.

16) COLLECT ALL NECESSARY SUPPLIES AND PLACE THEM IN THE MEETING ROOMS. Don't forget:

-pencils
-paper
-name tags
-registration forms
-copies of agenda
-evaluation forms
-wastepaper baskets
-cups
-spoons
-sugar and cream
-tape, chalk, felt-tip markers
-flipcharts, newsprint and tape, or chalkboards
-extra bulbs for audiovisual equipment
-extension cord
-receipt book (if participants have to pay a fee)
-napkins
-ashtrays

Assemble all instructional materials, arranged in the order they are to be used. Make sure they are in a convenient location for use by the leaders during the sessions.

Phase III. The Day of the Conference

17) SET UP THE REGISTRATION DESK. Shortly before participants arrive, set up a desk where they can register. Upon completing any required registration forms, participants should pick up name tags and the conference agenda. A packet of materials related to the conference topic is appreciated by most participants. It may be helpful to put up some signs directing people to the rooms. It is vital to have support staff assist with the registration so that the planners are free to greet the participants and start the first session. Usually there are late arrivals who will have to be accommodated after the start of a session.

18) CONDUCT THE CONFERENCE. The conference coordinator and members of the planning committee are responsible for the management of the conference. Support staff can help with problems such as refilling the coffee pot and dealing with late arrivals. Planning committee members should be responsible for the invited speakers and workshop leaders, making sure all required materials are in order and readily available. The conference coordinator or a member of the

planning committee will "emcee" the conference, presiding over the large group sessions, giving directions, and providing continuity and closure to the conference.

Planning committee members, as well as the speakers and workshop leaders, should be encouraged to use the time between sessions and the lunch and coffee breaks to mix with participants and gauge their response. By doing so they identify potential dissatisfaction before it disrupts the sessions, and they get useful feedback regarding how well the participants' needs are being met.

19) HAVE PARTICIPANTS COMPLETE EVALUATION FORMS. As the conference sponsor, you will want to know how well the speakers and leaders presented their material, what the participants think about the conference in general, and what other needs and interests the participants have. A sample evaluation form is included for each topic. The evaluation form should be completed by all participants during the final session of the conference.

Phase IV. After the Conference

20) CLEAN UP AND RETURN EQUIPMENT AND MATERIALS. Unless specific custodial agreements have been made with the management in the building where the conference was held, you probably will have to initiate a clean-up project. Often participants are willing to help, and all planning committee members should be expected to pitch in, collecting trash, emptying ashtrays, straightening furniture, and putting away supplies. Be sure that the audiovisual equipment is returned to the owner and that the extra supplies and instructional materials are not left in the meeting rooms.

21) PAY OUTSTANDING BILLS. After completion of the conference, make sure that all bills have been paid. Then, prepare a report that contains an accounting of the funds received and the cash outlay.

22) REVIEW EVALUATION FORMS AND WRITE A FINAL REPORT. Tabulate the results of the evaluation forms and reach conclusions based on what the participants have told you, both on the forms and in conversations. Write a final report detailing the strong and weak points of the conference. The report should also evaluate the conference from the management viewpoint and include suggestions for any future events.

Adapted from: Programming Community Resources: A Training Program for Alcohol Program Administrators, National Institute on Alcohol Abuse and Alcoholism, 5600 Fishers Lane, Rockville, MD 20857, 1978.

Conference Planning Checklist

Task	Person	Target Date	Actual Date
Phase I. Initial Decision Making			
1. Decide to sponsor the conference: Review the planning guide(s). Examine the philosophical orientations of the conference and of your group. List benefits to your group and to the community. Consider the resources required. Gauge probable interest. Designate conference coordinator and planning committee.			
2. Define target audience.			
3. Set a planning time schedule.			
4. Prepare a preliminary budget.			
5. Prepare a preliminary agenda.			
Phase II. Intermediate Planning			
6. Select date and site.			
7. Select and contract with speaker and/or workshop leaders.			
8. Design registration procedures. Print registration forms.			
9. Produce and disseminate publicity.			
10. Prepare the final workshop schedule and agenda. Print agenda.			
11. Plan and arrange for food and coffee breaks.			
12. Prepare a final budget.			
13. Acquire audiovisual equipment.			
14. Obtain films and resource materials. Print handouts.			

	Person	Target Date	Actual Date
15. Prepare the meeting rooms. 16. Collect supplies and place them in the meeting rooms.			
Phase III. The Day of the Conference 17. Set up the registration desk. 18. Conduct the conference. 19. Have participants complete evaluation forms.			
Phase IV. After the Conference 20. Clean up and return equipment and materials. 21. Pay outstanding bills. 22. Review evaluation forms and write final report.			

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APPENDIX B

Examples of Alternative Schedules

I. A series of four one-day community conferences with between 60 and 100 participants each.

A. Understanding Early Adolescence: An Overview

9:00 Arrival and Registration
9:30 Welcome and Introduction
9:45 Keynote Address: "Early Adolescence: Myths and Realities"
10:30 Break
10:45 Workshop A: "Issues in Family Interaction"
12:00 Lunch
1:00 Workshop B: "Issues in Sexual Development"
2:15 Break
2:30 Workshop C: "Issues in Risk-Taking Behavior"
3:45 Break and Reconvene as Total Group
4:00 Closing Session and Evaluation
4:45 Adjournment

B. Living With 10- to 15-Year-Olds

9:00 Arrival and Registration
9:30 Welcome and Introduction
9:45 Keynote Address: "What Parents Need to Know About Early Adolescence"
10:30 Break
10:45 Workshop A: "Family Life With Young Adolescents"
12:00 Lunch
1:00 Workshop B: "Establishing Rules and Limits With Young Adolescents"
2:15 Break
2:30 Workshop C: "Problem Areas: When Do I Really Need to Worry?"
3:45 Break and Reconvene as Total Group
4:00 Closing Session and Evaluation
4:45 Adjournment

C. Parents and Young Adolescents: Talking About Sex

9:00 Arrival and Registration
9:30 Welcome and Introduction
9:45 Keynote Address: "Parents and Young Adolescents: Talking About Sex"
10:30 Break
10:45 Workshop A: "Parental Attitudes and Adolescent Sexuality"
12:00 Lunch
1:00 Workshop B: "Information and Resources for Parents"

2:15 Break
2:30 Workshop C: "Communicating With Young Adolescents About Sex"
3:45 Break and Reconvene as Total Group
4:00 Closing Session and Evaluation
4:45 Adjournment

D. Risk-Taking Behavior and Young Adolescents

9:00 Arrival and Registration
9:30 Introduction and Orientation
10:00 Workshop A: "Understanding Young Adolescents"
11:30 Lunch
1:00 Workshop B: "Understanding Young Adolescents and Risk-Taking Behavior"
2:30 Break
2:45 Workshop C: "Alternatives to Dangerous Risk-Taking Behavior"
4:15 Closing Session and Evaluation
4:45 Adjournment

II. An extended series of parent discussion groups, Wednesday evenings, 7:30 - 9:30 p.m.

A. Living With 10- to 15-Year-Olds (4 sessions)

1. Keynote Address: "What Parents Need To Know About Early Adolescence"

2. Workshop A: "Family Life With Young Adolescents"

3. Workshop B: "Establishing Rules and Limits With Young Adolescents"

4. Workshop C: "Problem Areas: When Do I Need to Worry?"

B. Parents and Young Adolescents: Talking About Sex (3 sessions)

1. Workshop A: "Parental Attitudes and Adolescent Sexuality"

2. Workshop B: "Information and Resources for Parents"

3. Workshop C: "Communicating With Young Adolescents About Sex"

C. Risk-Taking Behavior and Young Adolescents (3 sessions)

1. Workshop A: "Understanding Young Adolescents"

2. Workshop B: "Understanding Young Adolescents and Risk-Taking Behavior"

3. Workshop C: "Alternatives to Dangerous Risk-Taking Behavior"

III. A group primarily interested in sexuality.

A. Saturday, 9:00 a.m. - 5:00 p.m.:

Parents and Young Adolescents: Talking About Sex

9:00 Arrival and Registration
9:30 Welcome and Introduction
9:45 Keynote Address: "Parents and Young Adolescents: Talking About Sex"
10:30 Break
10:45 Workshop A: "Parental Attitudes and Adolescent Sexuality"
12:00 Lunch
1:00 Workshop B: "Information and Resources for Parents"
2:15 Break
2:30 Workshop C: "Workshop C: Communicating With Young Adolescents About Sex"
3:45 Break and Reconvene as Total Group
4:00 Closing Session and Evaluation
4:45 Adjournment

B. Thursday evenings, 7:00 - 9:00 p.m., follow up sessions:

1. Risk-Taking Behavior and Young Adolescents (3 sessions)

a) Workshop A: "Understanding Young Adolescents"

b) Workshop B: "Understanding Young Adolescents and Risk-Taking Behavior"

2. Living With 10- to 15-Year-Olds

a) Workshop A: "Family Life With Young Adolescents"

b) Workshop B: "Establishing Rules and Limits With Young Adolescents"

c) Workshop C: "Problem Areas: When Do I Need to Worry?"

IV. A quick, general look at key issues that concern parents. Sunday, 3:00 - 8:00 p.m., with dinner served and concurrent activities for young adolescents.

Understanding Early Adolescence: An Overview

A. First Sunday:

1. Keynote Address: "Early Adolescent Development: Myths and Realities"

2. Workshop A: "Issues in Family Interaction"

B. Second Sunday:

1. Workshop B: "Issues in Sexual Development"

2. Workshop C: "Issues in Risk-Taking Behavior"

APPENDIX C

Publicity Kit

This kit includes information on writing and disseminating information about your conference or series of parent meetings, as well as samples of a news release, a public service announcement, and a one-page flyer. The samples describe one day conferences, so alterations will be necessear when other delivery formats are used. Publicity planning should begin as soon as it has been decided to hold the conference. (See Appendix A, "Managing the Conference: Planning and Logistics.") The conference planners will select the combination of publicity methods that is most likely to attract the defined target audience.

Reaching Your Target Audience

Once you have decided on your target audience, you must determine the best way to let your audience know about the conference. For example, if you are trying to reach parents, you might send a news release to the newsletters of the local PTA, churches, and schools, as well as to the local newspapers and radio and television stations. Flyers announcing the conference could be posted in community centers, grocery stores, libraries -- wherever you think your target audience might congregate.

To reach professionals such as counselors, teachers, and youth workers, use the above tactics and also send news releases to the newsletters of local, state, and regional professional organizations. In addition, these associations will often lend or rent their mailing lists provided they are given the appropriate information about the conference and the type of material to be mailed to their memberships.

Writing Conference Announcements

Below are descriptions of the many ways you can publicize your conference. Regardless of the way in which you decide to announce the conference, keep in mind that to recruit the type of participant you want, you must convince your target audience that the conference is designed for them and that they will benefit by attending. A review of the stated purpose and goals of each workshop will give you a number of ideas of how to describe the conference. In addition, to attract attendees, any information you send or post must clearly state:

- for whom the program is designed;
- what participants will learn and how they will benefit;
- who is sponsoring the conference;

- the time, place, and cost;
- instructions for registration.

The crucial thing to remember is timing. Your target audience should receive information at least four weeks prior to the conference. Newsletter editors need your announcements about two months before the conference (check to find out their printing deadlines). Bulk mail takes two to three weeks to be delivered, a printer could take anywhere from two days to four weeks to print a brochure, and it could easily take two weeks to arrange to receive mailing lists from professional associations.

A Word About Printing Costs

The cost to produce brochures, direct-mail letters, and flyers can be as expensive or as inexpensive as you want. The cost depends on whether your material is typeset or typed on a typewriter, the quality of the paper used, who designs and prepares your material for the printer (in the case of a brochure or flyer), and the method of printing used (offset, as a professional printer would use, or photocopied by a copy center or volunteer).

By far the most cost-effective method of producing your conference announcements is to have them designed and typed by a volunteer from one of the sponsoring organizations and then copied on a photocopy machine. Check to see whether anyone in your planning group has had any prior experience designing a brochure or flyer, or has had some experience using press-on type. Copy centers can offer you quick, inexpensive copying and folding, and a choice of good-quality, but inexpensive, papers.

Professional printers will be glad to help you select a typeface, graphic design, and paper, and then print and fold your announcement, but at a substantially higher price than doing it yourself and taking it to a copy center. Also, a copy center will finish your job in a few days; a printer could take anywhere from one to four weeks. Call your local printer and ask for estimates.

Regardless of how announcements are printed, it is important that they look neat and attractive and give potential participants a reason for wanting to attend your conference.

Mailing Labels

Before requesting mailing labels from other organizations, make sure you understand what type of labels they can give you. Mailing labels come in two forms: cheshire (printed on paper and applied to the envelope by machine) and sticky-back (peeled off and applied by hand; also called "pressure-sensitive").

If you use cheshire labels, you will have to arrange with a printer or mailing service to have the labels applied to your brochure

or letter, and, of course, pay a fee for this service. Although in general mailing service fees are fairly inexpensive, you must also take into account the amount of time it will take to arrange for the service and delivery of the brochures (most mailing services will deliver to the post office for you), as well as the time it takes for the service to apply your labels. Contact your local printer for information on mailing service costs.

If the number of names and addresses is not too large, sticky-back labels are the most economical to use -- the only cost is the time it takes for volunteers to apply the labels to the brochures or envelopes.

Regardless of the type of labels used, make sure they are given to you in zip code sequence if at all possible (see information on bulk mail rates below). And, when you are applying the labels, make sure you keep the labeled pieces of mail in the proper zip code order.

Bulk Mail

If you decide to mail a brochure or announcement of the conference, keep in mind that a mailing of at least 200 pieces arranged in zip code sequence qualifies for bulk mail rates, the lowest mail rates available. At this writing, bulk mail costs about $.05 per 1 oz. piece; however, call your local post office for up-to-date rate information and bulk mail instructions. Note: Allow at least two to three weeks for bulk mail to be delivered.

News Releases

A short, simply written news release is one of the best ways to notify the public about your conference. The same news release can be sent to newsletters, newspapers, and radio and television stations. The news media may decide to use the release as is, use the information in it for a calendar item, or assign a reporter to check for further information and the possibility of doing a news or feature story.

It helps to do a little research before sending out your news release. As soon as you have decided to hold the conference, contact the editors of appropriate newsletters and ask them their deadlines. Call up your local newspapers, and ask them how far in advance they would lke to receive the release. Also, check whether they have regular community calendars and how you can get your conference listed. Buying a "space" ad in the newspaper is another alternative.

In general, send one release to a newspaper's calendar editor, and another one addressed to "News Editor," or, for larger papers, the editor of the paper's special section on your community. Send your release to newspapers about two weeks before the conference date; to newsletters, at least two months beforehand.

Call up radio and television stations and ask them their policy

on making free public service announcements about community events. Most stations do this as a community service. Whereas some will write up their own announcement from your news release, other stations may want you to submit your information in the form of a public service announcement, a short (usually 30-second) announcement to be read by the broadcaster (see pp. 269-272 for examples). Check with your local stations to see in what form they want to receive your information. You might also investigate buying air time to advertise your conference.

If you send out a release to the local media and get no response, you might want to send it again. It is unwise to bother news editors with frequent calls; however, a brief call to ensure that the editor knows about your event is certainly appropriate. (Remember, the busiest time for an afternoon paper is in the morning; the busiest time for a morning paper is in the afternoon.)

When preparing a news release, keep in mind the following:

- Include all the necessary information pertaining to who, what, when, where, and how much. Ensure that names and places are correctly spelled. Include full addresses, and write out complete dates and times: Monday, September 27, 1982 at 10:00 a.m.

- Ideally, your release should be only one page in length. (If you must use more than one page, type "more" at the bottom of the first page and continue on a second sheet of paper; do not type on the back of the first page.)

- Type the release double-spaced on plain white paper.

- Put the sponsoring organization's name and address in the upper left-hand corner of the release. Give the name of a person to contact for further information. Also include the date.

- In the upper right-hand corner write either "FOR IMMEDIATE RELEASE" or "FOR RELEASE ON (date)."

- Underneath the last paragraph, type the symbols "###," the universal "code" used to indicate the end of a news release.

See pages 265-268 for a sample news release on each topic.

Actual Press Coverage

Do you want the press to cover the actual conference, and if so, with what rules? Make a decision before sending press announcements so that if reporters or editors call asking if they can cover the conference for their newspapers or radio or television stations, you

will be prepared to respond. You should consider both the positive and negative effects that live coverage can have upon your conference.

Consider possible disruptions to the flow of events, limited participation by registrants who may feel "put on the spot," confidentiality issues that arise from public viewing of small group discussions, and the effects of material presented out of context in the media. One option would be to choose a session of the conference that will provide a reporter a good overview of the topics to be discussed, such as the keynote address. Explain to the reporter that it would be distracting to participants for the press to walk in and out at will. Another possibility would be to allow a reporter to attend the entire conference with a ground rule that he or she must attend all of the conference sessions. Remember to be certain that reporters know who is sponsoring the conference and to give them some extra attention to help foster good coverage.

Brochures

A conference brochure mailed or distributed by other organizations to prospective attendees is an effective way to announce the event. It can be produced for as much money or as little money as your budget will allow.

Information can be typeset or typed on an 8-1/2" x 11" or 8-1/2" x 14" piece of paper and then folded to: 1) fit a regular business envelope, or 2) to be used as a self-mailer (i.e., folded with a mailing label on an outside panel).

The brochure should include the same information in the news release, along with a registration form to be detached and returned to the sponsoring organization. (Note: Make sure that no information such as date/time/directions appears on the reverse of the registraton form and is thus lost to the participant once he/she sends in the form.)

Printers will be glad to help you select a typeface, graphic design, and paper for your brochure, but at a substantially higher cost than typing it yourself (perhaps using some press-on type for headlines) and taking it to a copy center.

Direct-Mail Letters

Another effective way to reach your target audience by mail is with a more personal letter addressed to "Dear Colleague" or "Dear Friend." Simply include the information in your news release in the body of the letter. In fact, a letter format often allows you more room to describe the workshop activities or speakers' backgrounds. To be most effective, it is a good idea to have the letter signed by someone in the sponsoring organization who is apt to be well known by the target audience, or whose title reflects his/her expertise in the topic area.

Try to keep the letter to one side of one page. You might put the conference agenda on the back side of the letter. Put the registration form on a separate page, making sure that no necessary information such as date, time, and place is in danger of being returned with the registration form and thus lost to the conference attendee.

Poster

An attractive poster or one-page flyer can be posted in the public places frequented by the target audience (i.e., churches, libraries, teachers' lounges, grocery stores). To be eye-catching, have the flyer printed on bright-colored paper; copy centers wil do this at little or no extra cost. (See pp. 273-276 a for sample flyer on each topic.)

Developed by Anne Richardson, Communications Manager, Center for Early Adolescence.

(Sample News Release)

Central City Mental Health Association
253 Apple Street
Central City, USA 00001

FOR IMMEDIATE RELEASE

Contact: John Doe 822-3114 (W)
822-2567 (H)

(date)

Are you ever puzzled by the actons of young teenagers and wish you understood them better? If so, you should attend an upcoming 1-day conference for parents and adults who work with 10- to 15-year-olds.

"Understanding Early Adolescence: An Overview" will be held Saturday, September 25, 1982, from 9:00 a.m. to 5:00 p.m. at Central City Junior High School, 467 Washington St., Central City, USA. The Conference is free, but pre-registration is required.

"This conference will give participants the basic facts about normal, healthy adolescent development, with an emphasis on family interaction, sexual development, and talking about sex with young teens, and understanding risk-taking behavior," said conference coordinator John Doe. "It will also give participants a valuable opportunity to meet other parents with similar experiences and concerns about raising young adolescents in today's world.

"Most parents are just reaching mid-life--another important transition period--when their children enter adolescence, a coincidence that can have a remarkable impact on family interactions. Our conference will help parents to recognize this fact and to deal with it in a positive, effective manner."

Keynote speaker for the conference is Mary Q. Public, adolescent psychiatrist and author of Living With Your Young Adolescent.

To pre-register, or for more information, contact John Doe, Director, Central City Mental Health Association, 253 Apple St., Central City, USA 00001, 822-3114.

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(Sample News Release)

Central City Mental Health Association
253 Apple Street
Central City, USA 00001

FOR IMMEDIATE RELEASE

Contact: John Doe 822-3114 (W)
822-2567 (H)

(date)

Parents: Do you find yourself worrying about raising your young teenager in today's world? Do you know the difference between normal adolescent behavior and disturbed behavior?

These topics will be discussed in a 1-day conference for parents and youth workers sponsored by the Central City Mental Health Association.

The conference, "Living With 10- to 15-Year-Olds," will be held Saturday, September 25, 1982, from 9:00 a.m. until 5:00 p.m. at Central City Junior High School, 467 Washington St., Central City, USA. The conference is free, although pre-registration is required.

"Research shows that over 80% of young teenagers and their parents report no major problems. However, that doesn't keep parents from worrying about their children as they begin to make the transition from childhood to adulthood," says conference coordinator, John Doe. "This conference will teach participants about normal adolescent development, how to set rules and limits, and how to maintain good relationships and keep communication lines open. It will also give parents a valuable opportunity to meet other parents with similar experiences and concerns about raising young adolescents today."

Keynote speaker for the conference is Mary Q. Public, noted adolescent psychiatrist and author of Communicating With Your Young Teenager.

To pre-register or for more information, contact John Doe, Director, Central City Mental Health Association, 253 Apple St., Central City, USA 00001, 822-3114.

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(Sample News Release)

Central City Mental Health Association
253 Apple Street
Central City, USA 00001

FOR IMMEDIATE RELEASE

Contact: John Doe 822-3114 (W)
822-2567 (H)

(date)

Local Group to Sponsor Conference on Risk-Taking Behavior of Young Adolescents.

An upcoming conference will help parents understand why so many young teenagers take dangerous risks, such as experimenting with drugs or showing off in ways that can lead to physical harm.

"Risk-Taking Behavior and Young Adolescents" will be held Saturday, September 25, 1982, from 9:00 a.m. to 5:00 p.m. at Central City Junior High School, 467 Washington St., Central City, USA. The conference is sponsored by the Central City Mental Health Association and is designed especially for parents and youth workers. Admission is free, but pre-registration is required.

"This conference will help participants understand how risk-taking behavior can be a normal part of life for 10- to 15-year-old children," said John Doe, conference coordinator. "Both healthy, productive risk-taking behavior and potentially dangerous risk-taking behavior will be explored.

Participants will develop strategies to provide young adolescents with safe activities that will satisfy their need to explore the world and take risks. This will be a great opportunity for parents and other adults who live and work with young teenagers to share their concerns and their experiences."

Keynote speaker for the conference is Dr. Mary Q. Public, adolescent psychiatrist and author of Living With Your Young Adolescent.

To pre-register, or for more information, contact: John Doe, Director, Central City Mental Health Association, 253 Apple St., Central City, USA 00001 822-3114.

###

(Sample News Release)

Central City Mental Health Association
253 Apple Street
Central City, USA 00001

FOR IMMEDIATE RELEASE

Contact: John Doe 822-3114 (W)
822-2567 (H)

(date)

Upcoming conference will help parents talk to young teens about sex.

Would you like to feel more comfortable talking about sex with your 10- to 15-year-old? Do you understand the normal changes of puberty? Do you know where to find helpful information?

These and other topics will be discussed in a 1-day conference for parents and youth workers sponsored by the Central City Mental Health Association. "Parents and Young Adolescents: Talking About Sex" will be held Saturday, September 25, 1982, from 9:00 a.m. to 5:00 p.m. at Central City Junior High School, 467 Washington St., Central City, USA. The conference is free, but pre-registration is required.

"This conference will give participants the knowledge and skills necessary to educate their young adolescents about sex," said conference coordinator John Doe. "It will also help them understand healthy adolescent development, with an emphasis on puberty and sexuality."

Keynote speaker for the conference is Mary Q. Public, director of the Central City Chapter of the Planned Parenthood Federation.

To pre-register, or for more information, contact John Doe, Director, Central City Mental Health Association, Central City, USA 00001, 822-3114.

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(Sample Public Service Announcement for Radio or TV)

Organization Name
Address
Contact Person

30 seconds/80 words

Parents: Do you find yourself worrying about raising your young teenager in today's world? Do you know the difference between normal and disturbed adolescent behavior? The answers to these and other important questions will be discussed in a one-day conference for parents and youth workers sponsored by the Central City Mental Health Association. The conference will be held on Saturday, September 25, 1982 at Central City Junior High School. For more information, contact John Doe at 822-3114.

(Sample Public Service Announcement for Radio or TV)

Organization Name
Address
Contact Person

30 seconds/80 words

An upcoming conference will help parents and youth workers understand why so many young teenagers take dangerous risks, such as experimenting with drugs or showing off in ways that can lead to physical harm. The conference is sponsored by the Central City Mental Health Association. It will be held on Saturday, September 25, 1982 at Central City Junior High School. Admission is free, but pre-registration is required. For more information contact John Doe at 822-3114.

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(Sample Public Service Announcement for Radio or TV)

Organization Name
Address
Contact Person

30 seconds/80 words

Are you ever puzzled by the actions of young teenagers and wish you understood them better? If so, you should attend an upcoming 1-day conference for parents and adults who work with 10- to 15-year-olds sponsored by the Central City Mental Health Association. The conference will be held on Saturday, September 25, 1982 at Central City Junior High School. For more information, contact John Doe at 822-3114.

(Sample Public Service Announcement for Radio or TV)

Organization Name
Address
Contact Person

30 seconds/80 words

Would you like to feel more comfortable talking about sex with your 10- to 15-year-old? Do you understand the normal changes of puberty? Do you know where to find informaion to help you educate young people about sex? These and other topics will be discussed in a 1-day conference for parents and youth workers sponsored by the Central City Mental Health Association. The conference will be held on Saturday, September 25, 1982, at Central City Junior High School. For more information contact John Doe at 822-3114.

(Sample Flyer)

Note: To make your flyer eye-catching, investigate using press-on type and having it printed on colored paper.

RISK-TAKING BEHAVIOR AND YOUNG ADOLECENTS

A one-day conference designed to help parents and youth workers understand why so many 10- to 15-year-olds take dangerous risks, such as experimenting with drugs.

Featuring workshops on:

Early Adolescent Development

Understanding Risk-Taking Behavior

Providing Alternatives to Dangerous Risk-Taking Behavior

With a keynote address by:

Mary Q. Public, M.D.

Noted adolescent psychiatrist and author of

Living With Your Young Adolescent

Date: Saturday, September 25, 1982
Time: 9:00 a.m. - 5:00 p.m.
Place: Central City Junior High School
467 Washington Street
Central City, USA
Cost: Free

To pre-register, or for more information, contact:

John Doe, Director
Central City Mental Health Association
253 Apple Street
Central City, USA 00001

822-3114

Sponsored by the Central City Mental Health Association

(Sample Flyer)

Note: To make your flyer eye-catching, investigate using press-on type and having it printed on colored paper.

LIVING WITH 10- TO 15-YEAR-OLDS

A one-day conference designed to help parents and youth workers understand normal early adolescent development.

Featuring workshops on:

Understanding Families With Young Adolescents

Establishing Rules and Limits

Problem Areas: When Do You Really Need to Worry?

With a keynote address by:

Mary Q. Public, M.D.

Noted adolescent psychiatrist and author of

Communicating With Your Young Teenager

Date: Saturday, September 25, 1982
Time: 9:00 a.m. - 5:00 p.m.
Place: Central City Junior High School
467 Washington Street
Central City, USA
Cost: Free

To pre-register, or for more information, contact:

John Doe, Director
Central City Mental Health Association
253 Apple Street
Central City, USA 00001

822-3114

Sponsored by the Central City Mental Health Association

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(Sample Flyer)

Note: To make your flyer eye-catching, investigate using press-on type and having it printed on colored paper.

UNDERSTANDING EARLY ADOLESCENCE: AN OVERVIEW

A 1-day conference designed to help parents and youth workers understand normal early adolescent development

Featuring workshops on:

Family Interaction

Sexual Development

Risk-Taking Behavior

With a keynote address by:

Mary Q. Public, M.D.

Noted adolescent psychiatrist and author of

Living With Your Young Adolescent

Date: Saturday, September 25, 1982
Time: 9:00 a.m. - 5:00 p.m.
Place: Central City Junior High School
467 Washington Street
Central City, USA
Cost: Free

To pre-register, or for more information, contact:

John Doe, Director
Central City Mental Health Association
253 Apple Street
Central City, USA 00001

822-3114
Sponsored by the Central City Mental Health Association

(Sample Flyer)

Note: To make your flyer eye-catching, investigate using press-on type and having it printed on colored paper.

PARENTS AND YOUNG ADOLESCENTS: TALKING ABOUT SEX

A one-day conference designed to help parents and youth workers talk to 10- to 15-year-olds about sex.

Featuring workshops on:

Parental Attitudes and Adolescent Sexuality

Information and Resources

Communicating with Young Adolescents About Sex

With a keynote address by:

Mary Q. Public, M.D.

Director of the Central City Chapter of
the Planned Parenthood Federation of America
and the mother of a 12-year-old daughter

Date: Saturday, September 25, 1982
Time: 9:00 a.m. - 5:00 p.m.
Place: Central City Junior High School
467 Washington Street
Central City, USA
Cost: Free

To pre-register, or for more information, contact:

John Doe, Director
Central City Mental Health Association
253 Apple Street
Central City, USA 00001

822-3114

Sponsored by the Central City Mental Health Association

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APPENDIX D

Training Considerations and Techniques: Refresher Material for Group Leaders

The ultimate success of any training program, regardless of how carefully designed, is related to the trainer's skill in delivery. For that reason, this Appendix presents a brief review of the training know-how necessary to maximize the effectiveness of these materials. Topics include:

-The Adult Learner
-The Trainer's Role
-Groups and How They Behave
-Instructional Methods
-Use of Audiovisual Media

The information represents the wisdom of experienced trainers who have presented these materials and participated in countless other training programs. It can provide a useful, quick review for those already experienced in group leadership, and it can serve as a helpful beginning for those who are just getting started in training.

The Adult Learner

Adults who attend training programs are usually seeking very specific skills or knowledge. In general, adults are:

-independent;
-experienced;
-problem-centered; and
-"now" oriented.

Thus, adults have to feel that the learning is relevant to their needs before they are willing to accept it. For this reason, effective training has to be:

- self-directed (the learner is involved in conducting the learning experience);
- experience-based (learning activities are planned around the participant's experiences);
- problem-centered (learning centers on learners' needs and problems, not on "covering" subjects); and
- immediate in application (learning can be put into action directly).

The trainer is responsible for creating the kind of open learning environment that enables adult learners to share their experiences and individual expertise with other participants.

The Trainer's Role

Trainers use a number of different, and sometimes highly individualistic, approaches to conducting training sessions and meeting the needs of the adult learner. As a general rule, however, skilled trainers start by putting participants at ease. Asking people questions about themselves and about their expectations for the course: 1) allows participants to get to know each other; 2) gives the trainer an idea of their educational needs; and 3) encourages participant involvement. The physical environment also helps set the atmosphere for participant involvement. Arranging the seating in a circle or around a large table is conducive to informal exchange among attendees, rather than exchanges only between participants and the discussion leader.

As a second task, experienced trainers usually set the group rules by beginning with a clear statement of the topic, the activities to be included, and the learning objectives. After information is presented, the group leader initiates discussion. If people are reluctant to speak first, the group leader often volunteers a comment, contributes information, or breaks the topic down into more specific questions.

The trainer sometimes must provide information to give the group some basis for learning and discussion. There also are times to seek information. This may require calling on participants with special knowledge or experience or bringing in an expert on the subject. Other trainer responsibilities include keeping the discussion on the subject and making sure the learning activities stay on schedule.

A brief summary delivered after each learning activity and at the end of a session serves as a logical end to the activity and also gives trainees a "map" to follow as they sort out where they are going and where they have been. In summarizing, it is important for a trainer to:

- respect people's feelings;
- avoid seeming to pass judgment;
- make positive comments and give positive biases;
- be aware of and candid about personal biases;
- avoid pretending to be an authority on subjects he or she doesn't know thoroughly; and
- be frank about his or her personal style of group leadership.

Groups and How They Behave

One of the "tricks" to being an effective trainer is understanding how groups work. The successful group leader knows what

forces make people and groups act as they do and uses these dynamics to help guide the learning experience.

Two major factors shape the behavior of most groups. First, participants have to decide, "Do I really want to learn this from you?" As they make this decision, participants tend to "test" the trainer to decide whether they can accept his or her leadership. Sometimes acceptance is achieved shortly after the start of the session, at other times it may take longer. Another aspect of acceptance requires that the trainers decide to learn what is being presented. The participants have to analyze and, in a very real sense, agree to learn what the trainer offers. To guard against acceptance problems, the trainer should:

- be thoroughly prepared for the presentation;
- make sure the logistics run smoothly;
- be frank about what he or she knows and does not know;
- clarify participant expectations at the very beginning of the training program;
- compare these expectations with the training objectives;
- highlight what will and will not be covered; and
- discuss how unmet expectations can be handled.

Some tell-tale signs of a problem include:

- yawning,
- fidgeting;
- private conversations among participants;
- challenging or off-the-subject remarks; and
- questioning the validity of the content.

When such problems arise, the trainer must deal with the issues openly to avoid bigger problems. He or she can:

- reveal what is happening in terms of group process;
- ask the group what can be done to satisfy their needs; and
- meet separately at a coffee break with discontented people and deal personally with their concerns.

The second dynamic that shapes group behavior is the need for each individual to locate himself/herself within the structure of the

group. This force is most obvious at the beginning of a training event when participants typically explore how to:

- fit into the group;
- establish themselves as important members of the group;
- guard their vulnerabilities; and
- get attention and recognition.

The need for group recognition and membership often leads to behavior patterns that may interfere with learning. Trainers, therefore, need to be on the alert for the following "types":

- Recognition Seeker (constantly calls attention to himself or herself);
- Conversationalist (brings up off-the-subject and often personal anecdotes);
- Silent Partner (sits quietly, daydreams, and does not participate);
- Sophisticate (assumes bored, know-it-all attitude);
- Moralizer (advocates judgmental points of view based on personal convictions);
- Conservative (convinced that the status quo does not need changing);
- Aggressive (attacks other attendees rather than their ideas);
- Theorizer (talks in abstract terms that are often unrelated to the discussion);
- Fatalist (believes that nothing can be done about a problem);
- Rationalist (believes only in logic and rejects emotional factors);
- Thinker (appears to pay attention but does not participate).

Recognizing that these types of behavior are personal ways of coping with the strains of fitting into a new group can help a trainer deal with them. Respectful, tactful treatment may integrate the problem individual into the group and neutralize any disruption. Keep in mind what underlies the behavior and try to respond to that need. Thus, try slowly to draw out the silent person without making him or her more self-conscious; give some recognition to the types who try to dominate a discussion, but be sure that others have equal

opportunities to participate. To cut short the off-the-subject remark tactfully, ask those with an interest in the topic to get together at the next coffee break. Sometimes the group can help. For example, ask "What shall we do about keeping on schedule when so many people want to discuss this issue?" The group members usually deal very effectively with the situation.

There is no simple technique for handling attention-seeking behavior in groups. A good trainer approaches each individual as a new problem, keeping in mind a few general rules:

- Deal with the disruption; if not handled immediately, it will just appear again, often as a bigger problem.
- Remember that you are the group leader and that challenges to that role should be met head-on.
- Keep in mind that your responsibility is to the whole group; no single individual should be allowed to disrupt the planned learning experiences.

Leading Group Discussion

Group discussion, one of the most frequently used techniques in training sessions, generally is initiated by the trainer's question or by information given in presentations, overhead transparencies, or reading material. The participants then contribute examples, observations, comments, and anecdotes from their own experiences in order to expand and illustrate some of the points made in the session. Some of the contributions provide striking, first-hand accounts from those who have dealt with different situations. Other comments and suggestions will not be effective contributions, but the diversity will bring the subject to life and make the sessions personal and meaningful.

Discussion is not just rambling, formless conversation that jumps from topic to topic, but is focused and directed to a specific topic. The job of the trainer is to ensure that the discussion remains relevant and that rambling is minimized.

Personal experiences can be valuable contributions to discussion, but some participants may be tempted to use the discussion as a confessional. Very difficult, emotionally charged situations that have little learning value can develop. Aim at achieving balanced participation from the group. Some people may want to "say their piece," but often others in the group are not interested in such speeches unless they directly relate to the subject.

As a discussion leader, it pays to be aware of body language, both your own and that of the participants. For example, the trainer can use gestures to keep the flow of conversation going. Pointing to an individual who has something to say is perfectly polite in this context. So is a hand signal encouraging someone to continue to elaborate. The direction of the trainer's attention itself is a

powerful signal. As long as the leader is looking at someone, he or she will be encouraged to continue, just looking either away or at someone else may cut the flow of speech.

A trainer's ability to ask good questions is the most useful tool for bringing discussions to life and keeping them focused on relevant topics. A probing question arrests the attention of the adult learner and permits the trainee to be self-directed in finding an answer, to draw on his or her own experience, and to focus on an issue, not an answer. Incisive questions also cast the trainer in the role of a peer who is seeking answers, thus establishing a productive trainer-trainee relationship.

A few simple tips can help a trainer ask the kinds of questions that lead to fruitful and purposeful discussion:

- Ask questions that start with "how" and "why" rather than "what is." These questions will encourage the development of the learners' analytical skills. They do not bypass needed information. They make learners apply what they know and discover what they still need to find out.

- Ask questions that spark controversy and force people to disagree. Such questions serve to broaden minds and dispel the illusion that everything is black or white.

- Ask open-ended questions that have more than one right answer and are likely to elicit more than one response. For example, start with "In what way...?" or "For what reasons...?" These kinds of questions foster an attitude that is open to the nuances required to understand the complexity of most topics.

- Don't put people on the spot with such questions as "What is the chemical formula for ...?" or "Does anyone understand ...?" An inability to answer the first question or an honest "no" to the second would make someone feel stupid.

Use of Audiovisual Media

The expert use of transparencies, filmstrips, and other audiovisual media contributes immeasurably to any training event. Attention is focused on key issues, major principles are highlighted, and difficult concepts are expertly presented. Careful integration of audiovisual materials with the content will quicken the pace of the presentation and enliven the training event. On the other hand, audiovisual materials can seriously disrupt a presentation if the trainer is inept in the use of the equipment. Fumbling with transparencies that are out of sequence, searching for an extension cord, fiddling with the projector, or having a filmstrip out of synchronization with the sound track are problems that inevitably will plague the ill-prepared trainer. As a result, the pace of the session lags and the group's interest wanes.

The equipment is basically simple to operate. With a careful setup and a brief practice period before the start of a session, it will function smoothly and fit into the presentation without a break in the continuity.

Flipchart paper with tripods may be purchased at art stores, office supply stores, or university bookstores. The local school may also be able to provide or tell you where to obtain such equipment. If standard tripods and flipchart paper are not available, they may be improvised using large sheets of newsprint (at least 27" x 34") of the type used for painting in kindergarten. The newsprint can be taped to the wall or to a movable chalkboard.

The advantages of flipcharts are that they require no technical knowledge to operate and they can be displayed in the training area for continuous reference throughout a session. Two important things to remember about using flipcharts are: 1) write large and legibly, and 2) keep the information presented brief. Regarding the second point, use key words or short phrases rather than complete sentences.

Masking tape is recommended for attaching flipchart paper to walls as the paint or plaster is less likely to be removed when the tape is pulled off.

Adapted from: Programming Community Resources: A Training Program for Alcohol Program Administrators, National Institute on Alcohol Abuse and Alcoholism, 5600 Fishers Lane Rockville, MD 20857, 1978.